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ABSTRACT

In order to identify continuing education student characteristics, learning goals, and program satisfaction in the San Mateo County Community College District, a random sample of continuing education classes were surveyed in three district colleges in fall, 1976. From the 2,093 respondents, the typical adult education student emerged as 25 years or older (71%), a part-time student (79%), Caucasian (82.2%), who was studying business (34%), social science (17%), or fine arts (13%). Almost equal numbers of men and women were participating for vocational and personal enrichment reasons. While 87% had some college background, 31% held the Associate of Arts or higher degree. Most were employed (76%) in professional, technical, or clerical capacities, with only 8% listing themselves as students and 7% as homemakers. The majority had family incomes over $15,000 and commuted by auto ten miles or less. Lecture/discussion instruction was preferred by 70%, with 84% wanting on-campus classes. There was general satisfaction with college programs, instruction, and services. Trends indicated from a 1973 survey included a 47% increase in students 25 or older, and a 33% increase in part-time enrollment. The study response rate was 45%, and no check was made for non-respondent bias. Appendices include the sampling procedures and response frequencies within and between colleges and district averages. (RT)

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CONTINUING EDUCATION

A SUMMARY REPORT OF STUDENT EVALUATIONS

July, 1977

Office of Planning and Development

San Mateo County Community College District

JC 770 480

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CONTINUING EDUCATION STUDENT EVALUATION

SUMMARY REPORT

I. INTRODUCTION

This student evaluation of the Continuing Education programs offered at Canada College, College of San Mateo, and Skyline College was initiated by the San Mateo County Community College District Office of Planning and Development in the spring of 1976. The purpose of this evaluation is to identify the general characteristics of the students enrolled, to assess their learning goals and preferences, and to measure their satisfaction with the courses they were taking and with the Continuing Education program as a whole.

The Technical Reports prepared by the District Master Planning Staff provided baseline data from which some comparisons of student characteristics and educational preferences could be made. The student evaluation was designed to complement and supplement these data while also capturing student perceptions related to a specific program entity. Curricular, support service, and facility aspects of the program were included. Basic elements of the survey instrument were designed for use in other program areas. District goals and objectives were used in developing evaluation measures, while other measures were developed from comparable research.

This summary report will include results from the student questionnaire administered in the fall semester of 1976. In Part I, results will be

reported for the District as a whole. Comparisons will be made among subgroups within the sample of all students responding. Part II will then compare responses among Colleges and to District averages.

Results of the study confirm the general impression that Continuing Education students are adults continuing their education through part-time enrollment. Seventy-one percent of the respondents were 25 years of age or above, compared to 24 percent of 1973 day students, while 79 percent were enrolled part-time, compared to 46 percent of 1973 day students. The educational level of evening students is somewhat higher than that of day students. Thirty-one percent of the respondents reported completion of an associate degree or higher levels of education, compared to 5 percent of 1973 day students.

Over half of the respondents were enrolled in three general subject areas: business, at 34 percent; social science, at 17 percent; and the fine arts, at 13 percent. Reasons for enrollment were reported as for both vocational and personal enhancement.

The evaluation of the program by respondents was generally good, particularly in the area of instruction. Suggestions for improvement reflect the continuing education function of the evening program; the highest responses for greater emphasis on new career fields and for more advanced courses.

II. METHODOLOGY

The preliminary phase of the study included a review of the literature and the collection of available program evaluation instruments. Major sources used in designing the survey instrument were the Community Needs Assessment Questionnaire developed by the District Master Planning Staff, and the Adult Educational Interests Questionnaire used by the Postsecondary Alternatives study commissioned by the California Legislature in 1975. These models were expanded to include an evaluation section based on College objectives. A draft instrument was submitted to the staff and program administrators for review, several revisions were made, and a pilot study was conducted at Canada College in spring, 1976. The final instrument was designed and printed for rapid Obscan scoring.

Students were surveyed through a random sample of classes offered at each of the Colleges. Although the response rate was somewhat lower than anticipated (45 percent rather than 65 percent), the number and proportion of respondents appear to represent adequately the range of opinion among Continuing Education students. No systematic attempt was made, however, to investigate the possible biases which may have been introduced by good response from some course areas and little response from others.

The distribution of responses among Colleges quite closely parallels that of first census enrollment on which the sampling was based.

Canada's response was 2 percent higher than the sample projected, College of San Mateo 3 percent lower, and Skyline 6 percent lower. Response was greatest from College of San Mateo at 44 percent of those enrolled in Continuing Education courses at the College, with Canada at 32 percent, and Skyline at 23 percent. The sampling design is outlined in Appendix A.

An SPSS computer program was written for data analysis. Three major subfiles were created for comparison of responses by College, subject divisions, and selected student characteristics. The development of the Opscan form and computer file will permit further analysis and subsequent comparison over a period of time.

PART I

AGGREGATE DATA, ALL COLLEGES

Part I will report student responses to the evening program as a whole. General trends and averages will be established for subsequent comparison by Colleges in Part II.

Aggregate data for all Colleges will be reported in three sections: the first will summarize responses to each major variable of the questionnaire; the second will compare responses among selected categories of student characteristics; and the third will compare responses of students by their enrollment in subject matter divisions.

I. SEQUENTIAL REPORT OF SURVEY RESPONSE

The questionnaire was divided into three sections: general information about the student, the student's educational goals and interests, and the student's evaluation of the program. Each section will be reported in sequence. The survey instrument itself is reproduced in Appendix B, and frequencies and percentages for each item are given in Appendix C.

A. Student Characteristics

Student responses to each of five variables used in the questionnaire to identify personal characteristics provides a description of the Continuing Education student as most typically

a mature adult of 32 years, as likely to be female as male, unmarried as married, most often white, and with some college education.

Not only is 30 years the modal age, but 55 percent of the students cluster within the 20 to 35 age range. Only 10 percent reported their age as under 20, and 12 percent as over 50. The remaining 23 percent between 35 and 50 years shows a declining rate of participation with age (particularly between 40 and 44) picking up slightly between 45 and 50.

Of the 18 percent minority respondents, 6.4 percent reported themselves as Hispanic or Spanish American, 4.4 percent as Black, 3.9 percent as Asian Americans, and 1.7 percent as Filipino. Less than one percent American Indian or Pacific Islander responded. The percent of total minorities responding, however, is higher than the 1973 report of 14 percent, with the largest increase among Spanish Americans.

Women are represented nearly as often as men, at 49 percent. Fifty-four percent of the respondents reported their status as married.

Quite appropriately, 57 percent of the respondents reported their educational level as "some college." Thirty-one percent, however, reported completion of the associate, bachelor's, or advanced degree. Twelve percent reported high school completion with less than one percent reporting less than high school completion.

Continuing Education students are most characteristically men and women who work. A majority of 76 percent of the respondents reported themselves as employed, most often as salary or wage earners. Among those not employed, 8 percent described themselves as students, 7 percent as homemakers, and 4 percent as retired. Of the 6 percent reporting unemployment, 4 percent were seeking employment.

While the highest occupational category reported was professional or technical at 26 percent, 24 percent reported clerical occupations. This is 4 percent higher than the 1975 San Francisco Bay Region SMSA estimates for these categories.

The types of business in which Continuing Education students work are: retail and wholesale trade (marketing) 20%; finance, law, insurance, and real estate 13%; communications, transportation, and utilities 10%; manufacturing and construction 14%; government services 8%; education 8%; health and medical services 7%; and the remaining 20% in other types of business.

Although the range of annual family income reported was fully inclusive, the majority of respondents reported income above $15,000. Thirteen percent reported income above $30,000, while 18 percent reported incomes below $9,000. Middle income levels between $9,000 and $15,000 were reported by 27 percent.

The city of residence reported by the highest proportion of respondents was Redwood City, at 18 percent, followed by San Mateo at 15 percent. Most cities were represented by between 5 and 6 percent and include Belmont, Caly City, Foster City, Menlo Park, Pacifica, San Bruno, San Carlos, and South San Francisco. Cities with lower representation, ranging from less than 1 to 3 percent, are both smaller and located at a greater distance from campus sites. These cities include, in order of least representation: Pescadero, Moss Beach, La Honda, East Palo Alto, Half Moon Bay, Hillsborough, Woodside, and Millbrae.

Few respondents commute more than ten miles to an evening class, and fewer utilize car pools or public transportation. Forty-five percent reported commuting 5 miles or less, 76 percent 10 miles or less, and 91 percent reported that their mode of transportation was an automobile.

Figure 1, on the following page, illustrates the dominant characteristics of Continuing Education students responding to the questionnaire.

Figure 1

HIGH RESPONSE STUDENT CHARACTERISTICS

SMCCCD Evening Program, Fall 1976

Characteristic	Percent of respondents with each characteristic
	0 10 20 30 40 50 60 70 80 90 100
Age over 25	(71)
Male	(51)
White	(82)
Married	(54)
Some college education	(57)
Employed	(76)
Occupation:	
Professional/technical	(26)
Clerical	(24)
Both of the above	(50)
Industry:	
Trades	(20)
Finance, law, real estate or insurance	(13)
Both of the above	(33)
Family income above $15,000	(55)
Part-time enrollment	(79)
City of residence Redwood City or San Mateo	(24)
Commuting distance 10 miles or less	(76)
Use of a car to commute	(91)
	0 10 20 30 40 50 60 70 80 90 100

B. Educational Goals and Interests

In this section, respondents were asked to mark all items that represented their reasons for taking the course in which they enrolled, or their interest in other subjects, methods, and levels of instruction, and time and location of classes. Percentages are indicative of the number responding from all respondents. Since the percentages are influenced by the number of choices, rank order will also be used to describe preferences.

Three reasons for enrollment were nearly equal in importance to respondents. Ranging from 56 to 62 percent of response, these included "to become better informed," "for personal fulfillment and happiness," and "for possible use in job advancement." Moderate response was given for enrollment to satisfy transfer requirements, at 22 percent, or to become a more effective citizen, at 25 percent.

The subject areas selected were diverse. Most often selected were management skills, psychology, arts or crafts, humanities, and sports or games, with the percentage of respondents ranging from 39 to 31 percent. Subject areas least often selected were: home decorating, sewing or cooking, future studies, medical technology, salesmanship, or consumer education, with percentages ranging from 9 to 18. Recalling reasons for enrollment, it appears that arts or sports are regarded as personally fulfilling, rather

than the development of a hobby skill. There is also some difference between actual enrollment and preference. Among the 30 percent range high preference subject areas, actual psychology enrollment is 4 percent, management skills 3 percent, fine arts 13 percent, and physical education 2 percent. While these differences may be accounted for by the method of categorizing, enrollment elsewhere or at another time, other motives for actually taking classes, or limited curricular offerings, the fact that respondents are enrolling in classes other than those for which they express a preference is puzzling.

Methods of instruction selected by respondents represent a decided preference for the lecture/discussion model, the mode of instruction most often used in Continuing Education classes, at 70 percent. The choice of laboratory/demonstration or participation classes followed at 56 percent. Of nearly equal interest were on-the-job training classes, at 44 percent, and the discussion /conference mode at 42 percent. Of little interest was independent study, at 15 percent.

Although first year subjects were preferred at 54 percent, 40 percent also expressed interest in advanced, second year subjects. More advanced courses also ranked high among suggestions for improvement in the evening program.

A large majority of 84 percent of the respondents indicated a

preference for taking classes at a college campus. Community locations or occupational sites related to the subject were preferred by equally small proportions of 22 percent each, while place of employment was least often selected at 14 percent. These preferences may be influenced by the sizeable proportion of respondents living within a short commuting distance of a campus.

With regard to preferred time periods for classes, the preferred time of day reflects (not surprisingly) the respondent group, at 81 percent for the evening, as compared to 21 percent for morning or early evening and 10 percent for afternoon. Preferred days of the week were reported as Tuesday, Wednesday, and Thursday at between 74 and 69 percent, with a slight drop to 62 percent for Monday. Friday was preferred over Saturday, at 26 percent compared to 16 percent. There was scant response for classes on Sunday, at 5 percent.

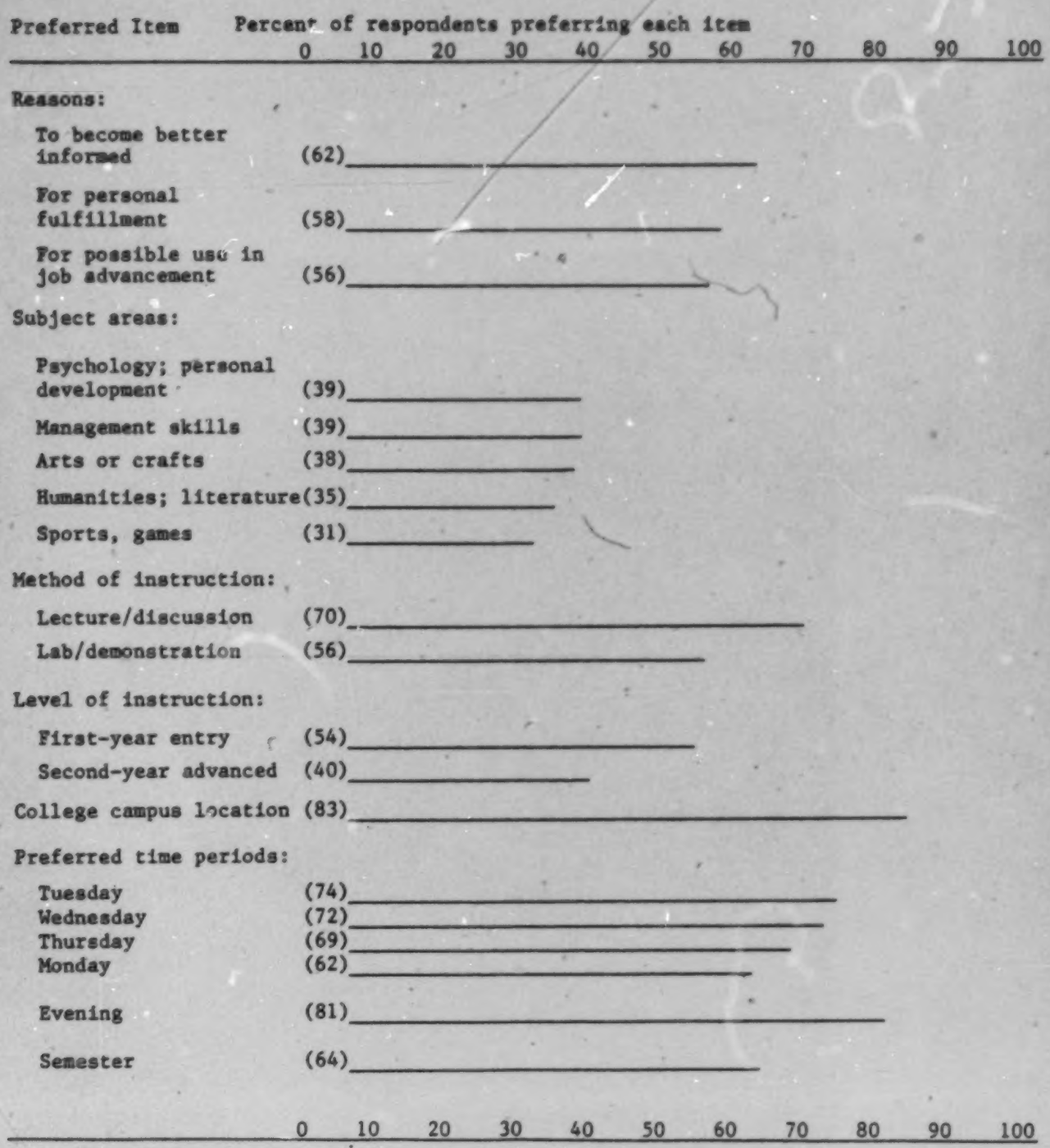
The majority of respondents also endorsed the semester-length course, at 64 percent, with 39 percent preferring quarter-length courses, and 21 percent a short course of three to five weeks.

High responses for educational goals and interests are summarized in Figure 2 on the following page.

Figure 2

HIGH RESPONSE STUDENT GOALS AND INTERESTS

SMCCCD Evening Program, Fall 1976



C. Program Evaluation

In this section, items were rated in three general areas: the evening program as a whole, instruction in the enrolled course, and services provided. The rating scale used is as follows:

1	2	3	4	5	6
Excellent	Good	Fair	Poor	Unsatis-factory	Not Applicable

The range of evaluation of ratings of specific aspects of the Colleges' programs was from 1.65 to 2.68, excluding non-response and response to "not applicable," with an overall average rating of 2.25, or good. Among the three general areas, instruction received the highest average rating of 1.94, while both the program as a whole and services averaged lower ratings of 2.41 and 2.45, just within the "good" range. Figure 3 illustrates the scale and range of average responses.

All of the first seven ranked evaluation ratings were given for items concerning instruction. Of these, the highest rating was for courtesy and helpfulness to students, at 1.65, well above the next highest rating of 1.86 given for subject matter content and materials selected. Also rated above 2.00 were organization of materials, clear presentation of objectives and directions, and the improvement of skills and understanding. The lowest ratings for instruction were given for the recognition of differences in students' interests and abilities, and for the appropriate level

of difficulty in material presented, at 2.07 and 2.08. The lowest ratings are also reflected in the recommendations for more advanced courses and in more adaptation in courses for individual differences. Evaluation ratings for instruction also had response rates of 90 percent and above.

Questions regarding the evening program as a whole included just three, concerning the variety of subjects offered, the variety of time and location, and the variety of cultural activities. Of these, the highest rating was for variety in subjects offered, or curricula, at 2.18. Lower at 2.38 was variety of time and location, and lowest of all evaluation ratings was given to variety in cultural activities, at 2.68, with a much lower response rate of 65 percent. Items to which fewer persons responded are, of course, more difficult to interpret.

The evaluation ratings of services provided were all below 2.00, and responses to nearly half of the items were below 2.50, or within the range representing "fair." Items receiving the highest ratings among services provided were library services, at 2.15, facilities, at 2.23, and registration procedures, at 2.29. Still within the range "good" were information services at 2.42, and bookstore services, at 2.45. All of these responses were within a rate of response range from 74 to 87 percent, while ratings below 2.50 had correspondingly lower response rates, from 48 to 53 percent. Lowest ratings were given for representation in

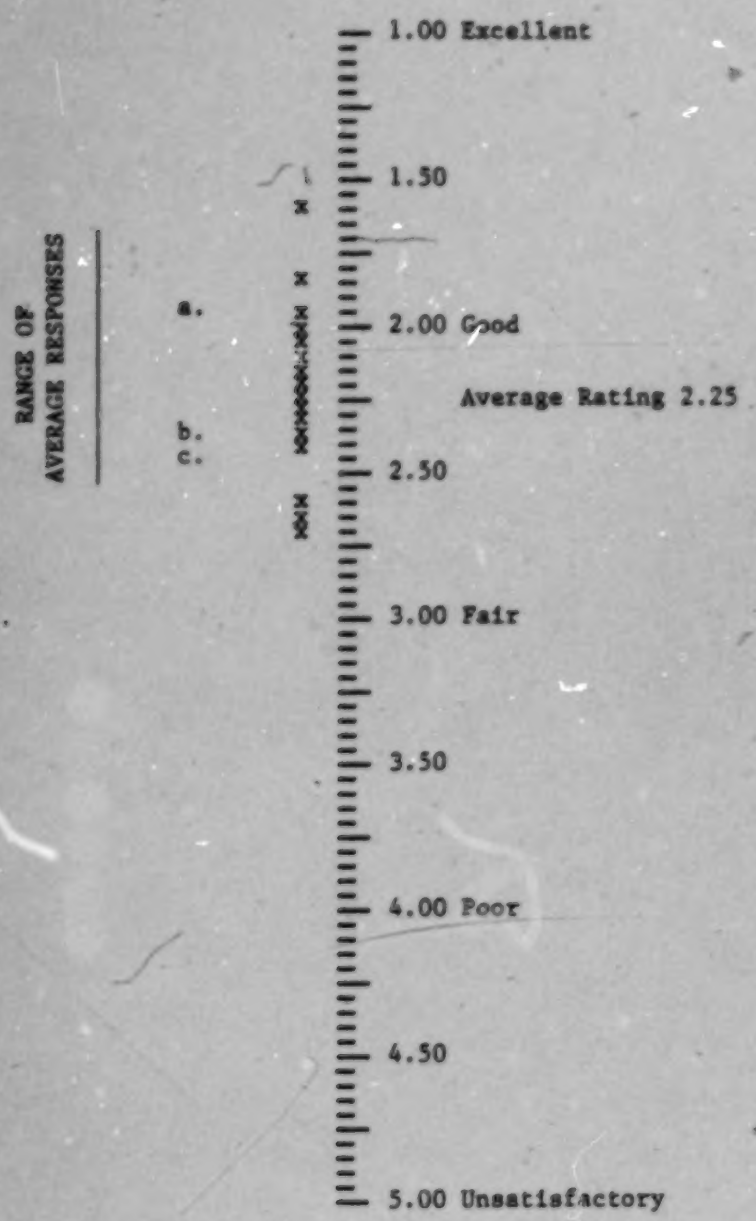
student activities, at 2.67, testing services, at 2.65, financial aid and job placement services, at 2.61, and health or emergency services, at 2.58. It should be noted that in the evaluation testing services and credit-by-examination were grouped together; in the section on recommendations, more use of credit-by-examination or work-life experience ranked 7, while testing and counseling ranked 11.

Items in the questionnaire regarding services were expressed as adequate and available, to avoid having the respondent consider that only services which had been utilized were to be evaluated. That nearly half of the respondents chose not to evaluate those services which others rated as fair suggests that those services were not applicable or of interest to half of the Continuing Education program respondents, or were not available.

In the section on recommendations, respondents were asked to indicate five (among seventeen listed) items suggesting improvement in the evening program. The average response was four items, with none receiving more than 37 percent response. The first four ranked responses, all above 30 percent, were for more emphasis on new career fields, more emphasis on helping students achieve a sense of confidence and self worth, more advanced courses, and adapting teaching methods to the learning styles and needs of students.

Figure 3

EVALUATION RATING SCALE AND RANGE OF AVERAGE RESPONSES



a. = average rating for instruction at 1.94
b. = average rating for the program as a whole at 2.41
c. = average rating for services provided at 2.45

x = avg. rating given by all respondents for each specific aspect of the Colleges' programs.

More emphasis on new career fields appears consistent with one of the major reasons for enrollment, for possible job advancement, i.e., upgrading job skills through new technology, or retraining for new positions.

Emphasis on the student's sense of worth appears to represent an important need and value among respondents, and relates to the high evaluation rating and rate of response for courtesy and helpfulness of instructors to students. It does not appear to relate to counseling services, ranking 11 out of 17 suggested improvements.

Although the suggestion for more advanced courses ranked third among respondents, the need for more courses in basic skills was also quite high, ranking 8 out of 17, with 22 percent responding. The appropriate level of difficulty was also the lowest evaluation rating for instruction.

Adapting teaching methods to the learning styles and needs of students relates somewhat to the comparatively lower evaluation rating for recognition of differences in students' interests and abilities. The high preference for the lecture/discussion mode, however, suggests that individualization be developed within that context, rather than through independent instruction, for which there was limited interest.

Of the items dealing with services provided, only more convenient

safer parking, and expanding credit-by-examination or work/life experience received much response, ranking 6th and 7th with percentages of 26 and 25.

The fifth ranking among suggestions for improvement was for more courses in community locations, at 27 percent. This corresponds to the 22 percent preferring community locations, although this proportion is equal to those preferring occupational or technical sites relating to the subject taught.

With regard to what media respondents felt needed emphasis in providing information to students, mailed brochures were given the highest response at 27 percent.

Of least importance to respondents regarding suggested improvements were more support to community problem solving groups, improved library service, the provision of child-care services, and specialized courses for minority groups, women, and disadvantaged students. While community problems were not seen as a College concern, 25 percent did indicate more effective citizenship as a reason for enrollment. Special services were also of greater interest to those affected by such programs.

II. COMPARISON OF RESPONSE BY SELECTED STUDENT CHARACTERISTICS

Differences among respondents' goals, interests, and evaluation ratings were analyzed by comparing responses within six student characteristic variables, each divided into two contrasting classifications:

Variable	Breakdown	Symbol	Number	Percent
1. Age	21 years and above; older adult	OA	1,621	71
	Less than 21 years; younger adult	YA	466	21
2. Sex	Female	F	1,183	49
	Male	M	1,211	51
3. Ethnicity	Ethnic minority	EM	420	18
	White	W	1,940	82
4. Family Income	$9,000 and above	9+	1,752	82
	Below $9,000	-9	394	18
5. Educational Level	Above high school level	+HS	2,047	87
	High school and below	HS-	302	13
6. Enrollment Status	Part-time student	PX	1,748	79
	Full-time student	FX	466	21

Reasons for enrolling in the evening program varied little among subgroups. Females gave personal fulfillment as their first reason, while males and ethnic minorities ranked personal fulfillment third.

Preferences for methods of instruction were consistent among subgroups, with women, younger adults, higher income, and better educated subgroups preferring discussion/conference models to the on-the-job training preferred by the remaining subgroups.

The only group preferring advanced-level courses to entry-level courses was young adults. Higher response rates for advanced courses were present among higher income, better educated, and full-time students, while the highest response for entry-level courses was predictably among respondents with a high school education or less.

Greater variation appeared in the selection of preferred subject areas. The greatest difference was noted between males and females, with thirteen options varying five or more rank positions. Women preferred psychology, clerical, foreign language, creative writing, paraprofessional, and medical technical subjects more often than did men. Men preferred management, mechanical, other technical, science/math, sports and environmental subjects more often than did women. The greatest differences by sex were for clerical, mechanical, technical, science/math, and foreign languages from 7 to 19 rank position differences. Women also expressed a higher interest in other subjects not listed, with a rank of 10 compared to 22 for men. Differences by sex for the selection of management, psychology and sports subjects were not as great at 5 rank positions difference each.

Respondents with a high school education or less selected mechanical and basic education subjects much more often than those with more education, and humanities, social science, foreign language and psychology subjects less often. Ethnic minorities selected basic education and technical subjects somewhat more often than whites, and horticulture, commercial art, and creative writing less often. Part-time students selected clerical, mechanical, and health or safety subjects more often than did full-time students, and sports and creative writing less often. Young adults were more attracted to salesmanship and creative writing subjects than were mature adults, and less interested in science or math. Except for those with a high school education or less, and differences by sex, variation among subgroups did not exceed six rank positions.

Average differences for evaluation ratings among subgroups were slight, with a range of .17 on the five point scale. High proportion subgroups were understandably close to the mean of 2.25, with low proportion subgroups accounting for most of the variation. High subgroups were younger adults and those with less education; also high were females, higher income respondents and whites. Low subgroups were ethnic minorities, males, and lower income respondents. High average groups were both part-time and full-time students, while low average groups were the better educated and older adult students.

Subgroups		Average rating	Number of higher responses	Number of lower responses	Number of same responses
YA	Younger adults	2.13	19	0	0
HS-	Less educated	2.20	14	5	0
F	Females	2.23	13	5	1
W	Whites	2.23	18	0	1
9+	Above $9,000	2.23	11	3	5
PX	Part-time	2.26	7	9	3
FX	Full-time	2.26	9	9	1
HS+	More educated	2.27	1	13	5
OA	Older adults	2.27	0	18	1
EM	Ethnic minorities	2.28	5	13	1
M	Males	2.28	1	15	3
-9	Below $9,000	2.28	1	16	2

In general, younger adults were much higher in ratings for services, including student activities, testing, financial aid, and information. They also rated cultural activities much higher. Less educated students were more varied, giving higher ratings to program variety in scheduling and subjects, health and bookstore services, and recognition for individual differences. These students gave lower ratings to registration, courtesy and helpfulness and appropriate level of difficulty.

Women gave higher ratings to all items in instruction, especially appropriate level of difficulty. They rated library, cultural activities, and facilities slightly lower than average. Higher income and white respondents were slightly higher overall. Part-time and full-time students were very close to average, in spite of the small subsample of full-time respondents.

Among the lower averages, ethnic minorities varied in their response, while males were generally lower. Those with less income were particularly low in ratings of the program and services. Ethnic minorities rated higher representation in student activities and variety in schedule higher, while lower ratings were given for courtesy and helpfulness, cultural activities, and convenient facilities. Low income respondents rated lowest library services, financial aid and job placement, representation in student activities, health and emergency services, and variety in cultural activities.

Table I on the following page gives the high and low average responses for each of the evaluation items.

TABLE I

HIGH AND LOW EVALUATION RATINGS BY SUBGROUPS*

Evaluation Items	Average Rating	High Subgroups	High Ratings	Low Subgroups	Low Ratings
27a. Variety in subjects offered	2.18	HS- YA	2.06 2.09	-9	2.24
27b. Variety, time and location	2.38	HS- YA	2.20 2.22	FX	2.51
27c. Variety, cultural events	2.68	YA	2.49	FX, EM -9	2.77 2.75
28a. Subject matter content	1.86	YA	1.77	FX EM	1.94 1.93
28b. Organization of materials	1.93	F YA	1.87 1.89	PX	1.95
28c. Appropriate difficulty	2.08	F YA	2.00 2.03	M EM	2.16 2.15
28d. Clear presentation	1.98	YA	1.86	M PX, OA	2.03 2.00
28e. Recognition, student differences	2.07	FX	1.93	-9 PX	2.10 2.09
28f. Courtesy, helpfulness	1.65	YA	1.60	EM M	1.75 1.73
28g. Improvement of skills	1.98	FX	1.92	EM	2.05
29a. Library services	2.15	YA	2.05	-9	2.27
29b. Registration procedures	2.29	YA	2.22	FX, HS-	2.38
29c. Financial aid; job placement	2.61	YA	2.39	-9	2.70
29d. Testing; credit by examination	2.65	YA	2.39	OA EM +HS	2.69 2.67 2.66
29e. Representation, student activities	2.57	YA	2.39	-9	2.76
29f. Bookstore services	2.45	YA HS-	2.31 2.33	EM -9	2.52 2.51
29g. Health, emergency services	2.58	HS- YA	2.42 2.43	-9	2.66
29h. Convenient facilities	2.23	YA	2.04	EM	2.31
29i Information about programs	2.42	YA	2.26	-9	2.48

* See page 20 for explanation of symbols for subgroups

Recommendations for improvement were also compared among subgroups. For the most part, rank order of suggested improvement was consistent among subgroups. Exceptions to the first five ranked suggestions include differences in emphasis between more advanced courses and basic skills. Differences among the last five ranked suggestions primarily concerned special programs for disadvantaged students, ethnic minorities and women.

Contrasts between the two classifications in each subgroup were apparent. Older respondents were more interested in credit by examination, more college information, and the improvement of instruction than were younger respondents. Younger adults were more interested in higher standards of achievement and the improvement of library services. Those with lower income were more interested in counseling services than those with higher income. Rank differences were slight between full- and part-time students. Those with a high school education or less preferred basic skills and programs for the disadvantaged, while better educated respondents emphasized improvement of instruction, standards of achievement, and credit by examination. Similarly, ethnic minorities stressed programs for the disadvantaged, for minorities, and basic skills, in contrast to white respondents who suggested higher standards of achievement, more advanced courses, credit-by-examination, better library services, and parking. Men emphasized standards of achievement and basic skills, while women ranked higher than men programs for minorities and women, child care, and parking.

In the chart below, the rank positions for each recommendation is given for each subgroup, along with the District average.

TABLE II

RANK POSITIONS OF RECOMMENDATIONS BY SUBGROUPS*

Recommendations	Rank Position by Subgroup YA	OA	-9	+9	PX	FX	HS-	HS+	EM	W	M	F	ALL
Expecting higher standards of achievement	7	10	10	8	8	11	13	8	11	8	8	12	9
Improving the performance of instructors	10	9	11	8	8	10	14	8	7	8	9	8	9
Emphasizing new career fields	3	1	1	1	1	1	2	1	3	1	2	1	1
Providind specialized courses and programs for disadvantaged students	13	14	14	14	14	14	10	14	8	14	14	15	14
Providing special courses and other services to ethnic minorities and women	16	15	15	15	15	16	15	15	10	16	16	14	15
Placing greater emphasis on helping students achieve confidence and a sense of self-worth	1	2	2	2	2	1	1	3	1	3	2	2	2
Offering more courses in community locations	3	5	5	5	5	6	5	5	4	6	6	5	5
Adapting teaching methods to the learning styles and needs of students	3	3	3	4	2	4	2	4	2	4	4	4	3
More advanced level courses	2	3	4	2	2	3	9	2	6	2	1	6	3
More basic skill programs	8	8	8	8	8	8	4	10	5	8	5	13	8
Improving library services	13	16	16	16	15	15	16	15	17	14	15	16	16
Improving counseling and testing services	11	11	8	12	11	8	8	10	11	11	12	8	11
Expanding credit by examination or work/life experience credit options	8	6	7	7	6	7	10	5	9	6	6	6	7
Providing child-care service	13	13	13	13	13	11	10	13	15	13	13	10	13
Making parking more convenient or safer	6	6	6	6	6	5	6	7	11	5	10	3	6
Supporting community groups in solving local problems	16	17	17	17	17	17	17	17	16	17	16	17	17
Increasing College information	12	11	11	11	11	13	7	10	14	11	10	10	12

* See page 23 for explanation of symbols for subgroups

III. COMPARISON OF RESPONSE BY SUBJECT DIVISIONS

Differences in response among students enrolled in each of seven subject divisions were compared for the evaluation of instruction, and for recommendations for improvement. These differences are expected to be of interest to division administrators and program planners. Because of small enrollment in some divisions, four of the nine divisions have been combined into two. The subgroups are as follows:

Divisions	Number of Respondents
Business	708
Fine Arts and Physical Education	298
Language Arts	190
Mathematics and Science	221
Social Science	349
Technical and Service and Health Careers	185
Other Courses	142
	2,093

Evaluation of instruction did vary considerably by division. Students identified by division also were quite consistently higher or lower than average in their evaluations generally. The lowest average rating was given by business students; the highest by language arts students. The difference between these two average ratings is .43, compared to .17 for all subgroups by selected student characteristics. Both business and social science students were consistently lower than average on all items, while language arts, fine arts and physical education, and math/science students were consistently higher than average. Closer to the average, more varied, and slightly higher were students enrolled in

the technical/services division and in other courses. Table III illustrates these differences:

TABLE III

EVALUATION OF INSTRUCTION BY DIVISION ENROLLMENT

Evaluation Items	Division Averages*							District
	BU	FAPE	LA	MS	SS	TS	OT	Average
Subject matter content	2.05	1.96	1.70	1.75	1.91	1.94	1.96	1.86
Organization of course materials	2.12	1.79	1.70	1.62	2.04	1.94	2.03	1.93
Appropriate level of difficulty	2.25	1.89	1.93	1.96	2.17	2.15	1.86	2.08
Clear presentation of objectives and directions	2.15	1.83	1.72	1.85	2.10	1.91	2.00	1.98
Recognition of differences in students' interests and abilities	2.31	1.82	1.74	2.12	2.12	2.19	1.89	2.07
Courtesy and helpfulness to students	1.89	1.58	1.38	1.58	1.75	1.69	1.65	1.65
Improvement of skill and understanding	2.17	1.85	1.76	1.88	2.00	1.96	1.81	1.98
Averages	2.15	1.73	1.70	1.74	2.01	1.88	1.89	1.94

* Symbols represent divisions as:

BU	Business
FAPE	Fine Arts and Physical Education
LA	Language Arts
MS	Math/Science
SS	Social Science
TS	Technical/Service Careers
OT	Other Courses

Although the most striking pattern is one of consistency within divisions and contrast among divisions, some variation is interesting to note. Fine arts and physical education students, for example, rated content higher than other students. Math/science students rated organization

higher. Those enrolled in other courses rated appropriate level of difficulty higher, and language arts students rated clear presentation, recognition of differences, courtesy and skill improvement higher than others. Although business students rated everything lower, the rank order of their ratings is very similar to the average.

Recommendations show greater variation in response. Appendix D includes graphs for each division which compare responses to the District average.

In general, higher or lower evaluation ratings are not reflected in comparable patterns of higher or lower proportions of recommendations. Language arts students, for example, selected nine recommendations at a higher rate than average, while business students selected only seven. Most fine arts and P. E. students chose recommendations at a lower rate, while social science students were most often higher.

Business students most often recommended new career fields, higher standards, and more individualization, but also were higher in their recommendations for more development of student confidence and in the provision of basic skills. They were less concerned about credit-by-examination or parking.

Fine arts and P. E. students were slightly higher in wanting

library services. They less often recommended better instruction, new career fields, credit-by-exam, individualization or more community sites.

Language arts students were most concerned about parking. They were slightly higher than average in recommending higher standards, programs for the disadvantaged and minorities, more community sites and advanced courses, better library services, child care services, and increased college information.

Math/science students were moderately higher in recommending more programs for disadvantaged students, emphasis on student confidence, more counseling and testing, credit-by-examination, child care, and parking. They were less concerned with better instruction and higher standards of achievement.

Perhaps the most "liberal" response was from social science students. They were highest among divisions to recommend programs for the disadvantaged, more adaptation of instruction to individual learning styles, and more use of credit-by-examination. Also higher than average were programs for minorities and women, emphasis on the development of student confidence, more advanced courses, more counseling and testing, and the provision of child care services. They were only lower in needing more college information and recommending higher standards of achievement.

Technical/service division response was high for parking, greater

individualization in courses, more advanced courses and programs emphasizing basic skills. They were lowest with regard to advocating programs for minorities and women, and emphasizing the development of student confidence. Better instruction, the use of community sites, and more college information were somewhat higher, while higher standards of achievement, library services, credit-by-exam and child care were somewhat lower than average.

The response of students enrolled in other courses not classified by a division is the most varied of all groups. New career fields was the highest recommendation for the group, and highest among divisions. Also much higher than average was emphasizing student confidence, credit-by-examination, and increasing college information. Lower than average were higher standards of achievement, better instruction, programs for minorities and women, the use of community sites, and individualization of instruction.

IV. GENERAL CONCLUSIONS

The Continuing Education program as a whole appears to be quite satisfactory for the majority of students enrolled. It functions primarily as an evening college for continuing education adults enrolled part-time. The adults attracted are fairly well educated and affluent and quite representative of a district that is sixth among California community college districts in assessed value.

The challenge in meeting the needs of this majority of students in the evening program is quality of instruction, the development of supplementary vocational programs which relate to emerging new careers, and of courses which enhance the quality of individual lives, i.e., psychology, the humanities, the fine arts.

With a positive and receptive group of students, there is an excellent opportunity to experiment with new course content, with vocational supplementary certificate programs, with the individualization of instruction. There does appear to be sufficient vitality and interest to cultivate a model Continuing Education program that is primarily campus-based.

There remains another challenge: that of providing increased access to less privileged students. The lower evaluation ratings of the small proportion of students with incomes less than $9,000, or who are non-white, contrast with the evaluations of those with higher incomes who are white. Ethnic minority and lower income students both reported preferences for basic skill subjects, and mechanical or technical subjects more often than did other students. More basic skills was also ranked higher by those with less education. Improved counseling and testing services were recommended by those with less income and education, full-time students attending in the evening, and women. These responses, however, are from those who have succeeded in persisting. Greater variation might be found among those who either have not enrolled or have not continued. The challenge of meeting these needs involves both

access and curricular offerings which provide necessary compensatory skills.

The blue ribbon potential of the Continuing Education aspect of the evening program need not stand in conflict with the development of programs for those students who need compensatory skills, need to be motivated to succeed in education, need to be attracted. The District, the College faculty and students, and the community have the resources to serve both needs, and serve them well.

PART II

COMPARATIVE DATA, EACH COLLEGE

In this part of the report, response by each College will be compared to the average of the District as a whole. Differences among Colleges will be emphasized. Response will be reported and discussed in the sequence of each major section of the questionnaire. Reference to aggregate data in Part I may be useful to the reader; Appendix E includes percentages for each item by each College, and repeats frequencies and percentages for the District as a whole. Rank positions are used when appropriate.

I. STUDENT CHARACTERISTICS

A. Enrollment

Enrollment for the District as a whole was highest for business, social science, and fine arts. Occupational advancement and personal fulfillment motives for enrollment are consistent with these higher enrollment proportions. Business, psychology, and art subjects were also preferred.

The greatest number of students at Canada and CSM also enrolled in business subjects, with enrollment third highest at Skyline. Fine arts and social science were high enrollment subjects at Skyline. Canada enrolled more students in other courses, principally in tourism, guidance and cooperative education. Canada and Skyline had higher

relative enrollment in math/science subjects than College of San Mateo, while College of San Mateo had higher proportions of students in technical and service/health subjects.

The highest proportion of students enrolled part-time was at Skyline, at 82 percent, and the lowest proportion was at Canada, at 75 percent. Eighty percent of CSM students were part-time.

Nearly 60 percent of Canada's enrollment represented students living in Redwood City and Menlo Park. Except for the 30 percent enrollment of San Mateo residents at College of San Mateo, residence of CSM students was more widely dispersed than for Canada or Skyline. Seventy-seven percent of Skyline students reported their residence as Daly City, Pacifica, San Bruno, or South San Francisco. In general, students have attended the College within their service area.

Commuting distance is highest for College of San Mateo, with 30 percent commuting more than ten miles, compared to a 21.5 percent for Canada and 15 percent for Skyline. Although the use of a private car was by far the most frequent mode of transportation to all Colleges, more students used car pools or public transportation commuting to CSM, at 9 percent, than to Canada at 7 percent, and to Skyline at 5 percent.

B. Personal Characteristics

Thirty-two percent of the respondents enrolled at College of San Mateo were 25 years of age or younger, compared to 27.5 percent of Canada students and 21 percent of Skyline respondents. Skyline enrolled slightly more students above 65 years of age, at 4.2 percent, than Canada at 3.3 percent or CSM at 2.9 percent. The modal age category for Canada and Skyline students was 25 to 30 years, while for CSM students it was 20 to 25 years.

The enrollment of women was proportionately higher among Canada students at 57 percent, and lower among CSM students, at 42 percent. Skyline respondents were 53 percent women. Skyline, perhaps reflecting the smaller proportion of younger students, had the highest proportion of married students, at 63 percent, compared to 52 percent for College of San Mateo and 51 percent at Canada.

The highest proportion of ethnic minority respondents were enrolled at Skyline, at 29 percent, compared to 13.5 percent for Canada and 15 percent at College of San Mateo. Nearly 40 percent of Black and Spanish American respondents were enrolled at Skyline, and over 50 percent of Asian respondents were enrolled at CSM. At Canada, ethnic minority respondents were most often Spanish American and Black, at about 30 percent of all Spanish American and Black students responding.

Although the majority of respondents at each of the Colleges reported their educational level as "some college," Skyline respondents more often reported their education as high school or below, at 17 percent for College of San Mateo and 12 percent for Canada. Conversely, fewer Skyline respondents reported their education at the BA or higher level. Ten percent of Skyline respondents had college degrees, as compared to 22 percent of CSM and 19 percent of Canada respondents.

Differences in employment status reported show higher proportions of self employment at CSM, at 11 percent compared to 5 percent at Skyline and 6.5 percent at Canada. Skyline had the highest proportion of salary/wage earners at 72 percent, and of retired persons, at 3 percent. Both Canada and Skyline had higher proportions of respondents who were homemakers.

Highest ranking occupations reported were clerical (1) and professional/technical (2) at both Canada and Skyline, whereas these positions were reversed at College of San Mateo. Manager occupations were higher among Canada respondents, at 10.5 percent, compared to 9 percent at CSM and 6 percent at Skyline. More respondents reported their occupation as "student" at Canada and CSM than at Skyline.

Industry affiliation reported was highest for wholesale trade and finance, law, real estate and insurance at Canada and CSM. While

these were also high at Skyline, government was higher and communication, transportation and utilities were nearly as high.

Income level reported was highest for College of San Mateo, with Canada and Skyline respondents reporting lower levels. Seventy-eight percent of CSM respondents reported incomes above $15,000, compared to 54 percent for Canada and 51 percent for Skyline. Canada students reported incomes below $9,000 more often, at 20.5 percent compared to 18.5 percent for Skyline and 17 percent at CSM.

II. EDUCATIONAL GOALS AND INTERESTS

The three highest responses to reasons for enrollment were the same for each College as for the District as a whole: to become better informed, for personal fulfillment, and for job advancement. Differences among Colleges, however, do appear. More students at CSM indicated that course enrollment was required by the job, at 14 percent compared to 8 percent at Canada and 3 percent at Skyline. Fewer students at CSM reported the satisfaction of lower-division requirements as a major purpose at 18 percent compared to 24 percent for Canada and 26 percent at Skyline. Hobby skills and effective citizenship were more often reported as reasons for enrollment at Skyline than at Canada or CSM.

Again, preferences for learning modes were similar among Colleges. More Canada students preferred lecture/discussion and seminar

modes. At College of San Mateo more students preferred on-the-job training than at other Colleges. Preferences were higher for laboratory classes and independent study at Skyline than at Canada or CSM.

With regard to preferences for subject areas, first choices for CSM and Skyline were the same: psychology, the arts, and management skills. At Canada, students preferred management skills to psychology and ranked humanities third. Differences were slight among least preferred subjects. Subject preferences were more often different among CSM students. Clerical, consumer, creative writing and sports subject areas were less often preferred, and mechanical skills more often selected. Foreign languages were ranked lower by Skyline respondents, while basic education, science and math subjects were ranked higher. Canada students preferred technical subjects less than students at other colleges.

While entry-level instruction was preferred by students at all three colleges, the percentage was highest for Skyline students at 58 percent, compared to 54 percent of Canada students and 52 percent of CSM students. Conversely, Skyline students wanted advanced courses less often at 37 percent, compared to 48 percent of CSM students and 41 percent of students at Canada.

Preferences for locations were consistent in rank positions among the colleges, with by far the highest preference for campus locations. Skyline students selected place of employment less often

than other colleges, while a smaller proportion of CSM students chose neighborhood locations. Neighborhood locations were more often preferred by Canada students, while CSM students were higher than other colleges in choosing sites related to subjects taught.

Again, the order of preference for week days was the same among colleges. CSM students least preferred Monday, while Friday was more popular among Canada students and weekends more popular among Skyline students than at other colleges. Time of day preferences were more varied. Although students at all three colleges preferred evening classes, this preference was highest for Skyline students, who also preferred afternoon classes least. Preference for early evening classes was highest for Canada students. Canada students also preferred quarter-length and short courses more often than other college respondents.

III. PROGRAM EVALUATION

In general, CSM students evaluated all items higher than Skyline or Canada students. Skyline students were lower than CSM or Canada students in their rating of the program as a whole and support services. Canada respondents were lower in their rating of instruction than CSM or Skyline students.

Canada and CSM students rated variety in time and location lower than Skyline students, while Skyline respondents evaluated variety of subjects lower than other students.

On items relating to instruction, Canada respondents rated every item but recognition of student differences lower than students at other colleges. CSM students rated every item equal to or higher than average, except for clear presentation of subject matter and recognition of student differences. Skyline respondents gave equal or higher ratings for every item relating to instruction except organization of course materials.

The evaluation of services provided was quite consistent among students at each college. Canada students rated all services higher than average except library services. CSM students rated library services higher than average, as well as convenience of facilities and the provision of college information; all other items were lower. Skyline students rated every item lower but counseling and bookstore services.

There was less variation by college enrollment among recommendations for improvement. Both the highest ranking recommendations and the lowest were within two rank positions among college response. Improving instructor performance was predictably higher for Canada students who evaluated instruction lower, but nearly as high for CSM students. Skyline students ranked improved instruction four positions lower than CSM. However, Skyline students rank improved library services three positions higher than did CSM or Canada. More convenient or safer parking was ranked third among suggestions for improvement by CSM students, compared to eighth in rank for Canada respondents and ninth for Skyline students. Otherwise, recommendations were similar.

IV. GENERAL CONCLUSIONS

Differences in the preferences of students appear to be related to differences in student characteristics.

Although students are varied at each campus, CSM students are somewhat younger, better educated, and more affluent than students at Canada or Skyline. A lower proportion of ethnic minorities attend CSM, particularly Spanish Americans and Blacks. Students at CSM are more likely to enroll for occupational advancement or to meet licensure requirements, perhaps reflecting a higher enrollment of men in comparison to other colleges. Non-occupational reasons are more apt to be related to self improvement than to personal fulfillment. Students at CSM more often recommend advanced courses, preferably those relating to advantages for employment.

Students attending Skyline are more characteristically salary and wage earners, as well as homemakers and retired persons. For many, the satisfaction of transfer requirements is a reason for enrolling in the evening part-time. For others, personal fulfillment is the motive. Both hobby skill development and more effective citizenship are more important reasons for Skyline enrollment. Preferred learning modes are more traditional, except for more frequent selection of weekend and evening time periods, possibly related to work schedules. Laboratory, hands-on instruction is more often preferred than among students attending other colleges.

Basic Skills rank higher in the preference among subjects.

Canada students include both the more and the less affluent, the more and the less well educated. Perhaps reflecting the lower income and ethnic minority students enrolling from East Palo Alto and eastern Menlo Park, Canada respondents are more often lower income, although higher income is more frequent among Canada students than among those at Skyline. Canada students are somewhat less traditional in their preferences. More students enroll in specialized courses and prefer the conference mode, quarter-length and short courses more often. The higher preference for early evening and daytime classes may reflect the higher enrollment of women. Reasons for enrollment are more often inherent; that is, to become better informed or for personal fulfillment. The more frequent purpose of meeting transfer requirements may be influenced by the higher rate of full-time students who enroll.

Development of the evening program at each of the colleges appears to require different emphasis within more comprehensive programming.

At Skyline, development appears most advantageous with regard to the provision of basic skill programs, expansion of support services, hands-on laboratory courses, courses relating to government employment and programs which attract and serve ethnic

minorities. In addition, more variety in subjects has been indicated; these might meet the greater need for hobby interests and effective citizenship. While the use of the campus site has been clearly endorsed, expansion of weekend enrollment is more likely than at other campuses.

Development at CSM could well emphasize occupational advancement and the satisfaction of various licensure requirements, more advanced courses, and supplementary vocational programs in emerging career fields. Such curricula could probably attract participants at a greater distance from the campus, as indicated by the greater average commuting distance now reported. Expansion of instruction in sites related to subjects taught may be indicated, although the higher preference of such sites may only be the result of higher enrollment in aeronautics, administration of justice, and fire science. The motive of personal development also suggests the continuation of courses in foreign language, fine arts, and the humanities.

Development of alternate learning modes appears most ripe for emphasis at Canada. Not only have students responded more positively to enrollment for the inherent purposes of becoming better informed and for personal fulfillment, but students have indicated greater receptivity to shorter courses, the conference or workshop format, early evening courses and the development of community locations. Moreover, Canada students have been more critical of instruction than have students enrolled at the other colleges,

which suggests the need to develop different approaches to instruction.

Both CSM and Canada tend to represent Continuing Education models, while Skyline represents more opportunity to develop curricula which is somewhat more compensatory. These differences are probably related to the educational level of students at the three campuses.

While commonalities among the Colleges dominate the general response from students, differences are also striking. These differences can contribute to distinctive programming at each college.

APPENDICES

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APPENDIX A

Sampling Procedures and Estimates

1. A random sample of all Continuing Education courses for each of the colleges was drawn from the October 4 census report. This was done by establishing intervals between courses listed which would yield the number of classes needed for a representative sample. This technique also insures sampling across all types of classes by the frequency of sections offered.

2. An alternate list of courses was drawn from all classes for each College, to be used as substitutes for classes which cancelled or which were scheduled prior to or after the dates for evaluation. In substituting, the first alternative was selected, followed by the sequence listing.

3. Attention was paid to classes which appeared to be combinations of course numbers, such as A and B. If more than one course was taught in the same room by the same instructor and at the same time, the course was considered one course for the purpose of administering the questionnaire.

4. Classes with fewer than 10 enrollment were eliminated, unless in combination.

5. A response rate of 65 percent was established ased on the Canada pilot study, also in the 12th week of the term.

6. Sample size has been determined on the basis of both numbers of classes and numbers of students. In other words, students are sampled through classes. The random sample was sufficiently large to insure that, at the 95% level of confidence, attributes of respondents would fall within a ± 5% range of error.

College	Number of Classes Sampled	Average Class Size	Number of Students Enrolled Oct. 4	Estimated No. of Students @ .65 Response Rate
Canada	57	28.44	1,621	1,054
CSM	61	35.82	2,185	1,420
Skyline	53	29.84	1,582	1,028
Totals	171		5,388	3,502

APPENDIX B (PAGES 49-51) WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX C

QUESTIONNAIRE FREQUENCIES AND PERCENTAGES

SMCCCD Evening Program Student Evaluation

Number of Total Responses, 2,423

1-2. Name and number of course

Divisions and Course Prefixes			Number	Division Percentage
A.	Business		708	34
	1. BUAD	Business Administration	63	
	2. BUS	Business	440	
	3. CA S	Consumer Arts and Sciences	33	
	4. COSM	Cosmetology	12	
	5. DATA	Data Processing	27	
	6. FOOD	Food Technology	8	
	7. H EC	Home Economics	16	
	8. MGMT	Management	71	
	9. TRAD	Trade and Industry	38	
B.	Fine Arts		257	12
	1. ART	Art	118	
	2. MUS	Music	139	
C.	Language Arts		190	9
	1. ENGL	English	93	
	2. CHIN	Chinese	7	
	3. FREN	French	19	
	4. GERM	German	14	
	5. ITAL	Italian	16	
	6. SPAN	Spanish	33	
	7. SPCH	Speech	8	
D.	Math/Science		221	11
	1. ARCH	Architecture	14	
	2. ASTR	Astronomy	32	
	3. BIOL	Biology	26	
	4. CHEM	Chemistry	13	
	5. GEOL	Geology	49	
	6. MATH	Mathematics	74	
	7. PHYS	Physical Science	13	
E.	Physical Education and Athletics		41	2
	1. CPE	Co-ed Physical Education	41	

Divisions and Course Prefixes			Number	Percentage
F.	Service and Health Careers		89	4
	1. FIRE	Fire Science	61	
	2. HORT	Horticulture	28	
G.	Social Science		349	17
	1. ADMJ	Administration of Justice	29	
	2. ANTH	Anthropology	9	
	3. ECED	Early Childhood Education	24	
	4. ECON	Economics	35	
	5. EDUC	Education	8	
	6. GEOG	Geography	15	
	7. HIST	History	74	
	8. PHIL	Philosophy	31	
	9. PLSC	Political Science	29	
	10. PSYC	Psychology	74	
	11. SOCI	Sociology	21	
H.	Technical		96	5
	1. AERO	Aeronautics	28	
	2. ELEC	Electronics	36	
	3. ENGG	Engineering	2	
	4. MACH	Machine Technology	16	
	5. WELD	Welding	14	
I.	Other Courses Not Assigned to Divisions		142	6
	1. COOP	Cooperative Education	31	
	2. GUID	Guidance	19	
	3. INTD	Interior Design	12	
	4. LTEC	Library Technology	12	
	5. TELE	Telecommunications	27	
	6. TOUR	Tourism	41	
Total, all divisions, @ 86 percent response			2,093	100

5. Year of birth

Age Group	Number	Percent	Age Group	Number	Percent
Below 17	12	.5	40 - 44	139	6.1
17 - 19	210	9.2	45 - 49	166	7.3
20 - 24	431	19.0	50 - 54	93	4.1
25 - 29	458	20.1	55 - 59	69	3.0
30 - 34	353	15.5	60 - 64	38	1.7
35 - 39	211	9.3	Above 65	76	3.3
			Total	2,274	99.1
			94 percent response		

*Rating scale: 1 Excellent; 2 Good; 3 Fair; 4 Poor; 5 Unsatisfactory; 6 Not applicable

6. Sex	Number	Percent
Female	1,183	49
Male	1,211	51
Total at 99 percent response	2,394	100

7. Marital Status		
Married	1,272	54
Not married	1,080	46
Total at 97 percent response	2,352	100

8. City of Residence		
Atherton	17	.7
Belmont	140	5.8
Daly City	144	6.0
East Palo Alto	32	1.3
Foster City	112	4.7
Half Moon Bay	33	1.4
Hillsborough	34	1.4
La Honda	11	.5
Menlo Park	132	5.5
Millbrae	81	3.3
Moss Beach	7	.3
Pacifica	142	5.9
Portola Valley	18	.8
Pescadero	2	.1
Redwood City	431	18.0
San Bruno	151	6.3
San Carlos	126	5.3
San Mateo	355	14.8
South San Francisco	151	6.3
Woodside	33	1.4
Other	241	10.1
Total at 99 percent response	2,394	99.9

9. Ethnic Background		
American Indian/Alaskan Native	21	.9
Asian American	93	3.9
Pacific Islander	12	.5
Black	103	4
Filipino	40	1.7
Hispanic/Spanish American	151	6.4
White	1,940	82.2
Total at 97 percent response	2,360	100.0

*Rating scale: 1 Excellent 2 Good 3 Fair 4 Poor 5 Unsatis-factoy 6 Not applicable

10. Present Employment Status	Number	Percent
Self-employed	192	8.1
Salary/wage earner	1,610	68.0
Full-time student	199	8.4
Homemaker	176	7.4
Unemployed, seeking employment	100	4.2
Unemployed, not seeking employment	50	2.1
Retired	42	1.8
Total at 98 percent response	2,369	100.0

11. Usual Occupation	Number	Percent
Clerical/secretarial	534	24.2
Craftsman/mechanic	214	9.7
Machine or equipment operator/laborer	146	6.6
Manager	199	9.0
Professional/technician	574	26.0
Sales worker	165	7.5
Student	266	12.1
Teacher/educator	107	4.9
Total at 91 percent response	2,205	100.0

12. Occupation in What Industry	Number	Percent
Construction	158	6.5
Communication/transportation/utilities	234	9.7
Education	201	8.3
Finance/insurance/law/real estate	306	12.6
Government	185	7.6
Health/medicine	159	6.6
Manufacturing	188	7.8
Retail trade	173	7.1
Services	203	8.4
Wholesale trade	309	12.8
Other	306	12.6
Total at 100 percent response; 87 percent excluding "other"	2,422	100.0

13. Family Income	Number	Percent
$6,000 or less	193	9.0
$6,000 - $9,000	201	9.4
$9,000 - $12,000	272	12.7
$12,000 - $15,000	301	14.0
$15,000 - $20,000	451	21.0
$20,000 - $30,000	473	20.4
$30,000 - $50,000	228	10.6
More than $50,000	63	2.9
Total at 89 percent response	2,146	100.0

*Rating scale: 1 Excellent; 2 Good; 3 Fair; 4 Poor; 5 Unsatisfactory; 6 Not applicable

14. Highest Level of Education	Number	Percent
Elementary school	15	.6
High school	287	12.2
Some college	1,329	56.6
AA degree	284	12.1
Bachelor's degree	299	12.7
Advanced degree	135	5.7
Total at 97 percent response	2,349	99.9

15. Status as a Student	Number	Percent
Part-time student	1,748	79.0
Full-time student	466	21.0
Total at 91 percent response	2,214	100.0

16. Commuting Distance	Number	Percent
Less than 5 miles	1,046	45.4
6 - 10 miles	714	31.0
11 - 15 miles	304	13.2
More than 15 miles	242	10.5
Total at 95 percent response	2,306	100.1

17. Mode of Transportation	Number	Percent
Private car	2,049	91.3
Car pool	118	5.3
Public transportation	46	2.0
Other	32	1.4
Total at 93 percent response	2,245	100.0

18. Reasons for Taking this Course	Number	Rank	Percent*
Job advancement	1,350	3	55.7
Required by the job	230	6	9.5
To satisfy lower-division requirements	525	5	21.7
To become better informed	1,499	1	61.9
For personal fulfillment and happiness	1,394	2	57.5
To develop hobby skills	226	7	9.3
To become a more effective citizen	611	4	25.2
Total responses averaging 2.4 each	5,835		

*Percent is of total number of respondents (2,432)

*Rating scale: 1 Excellent 2 Good 3 Fair 4 Poor 5 Unsatisfactory 6 Not applicable

19. Preferred Methods of Instruction	Number	Rank	Percent
Lecture/discussion classes	1,686	1	69.6
Laboratory/demonstration/participation classes	1,367	2	56.4
Discussion groups/seminars/workshops/conferences/special events	1,026	4	42.3
On-the-job training	1,053	3	43.5
Independent study, such as self-paced TV cassettes or programmed learning materials	354	5	14.6
Total responses averaging 2.3 each	5,486		----

20. Preferred Subject Areas	Number	Rank	Percent
Clerical skills used in business, such as typing, bookkeeping, or accounting	703	7	29.0
Salesmanship	352	21	14.5
Management skills	938	2	38.7
Consumer education	438	20	18.1
Basic education, such as reading, basic math, and writing	519	14	21.4
Mechanical and craftsman skills and trades	585	12	24.1
Technical skills, such as electronics or computer programming	508	15	21.0
Horticulture, gardening	544	13	22.5
Medical technology, such as X-ray technician, nursing, or physical therabpy	303	22	12.5
Paraprofessional training, such as for aides in recreation, education, or law	459	17	18.9
Commercial art, graphic design, photography, fashion design or display	655	8	27.0
Creative writing, journalism	450	18	18.6
Humanities, such as literature, philosophy, history, or fine arts appreciation	847	4	35.0
Foreign languages	715	6	29.5
Psychology, personal development, or family living	940	1	38.8
Social sciences, political science, public affairs	645	9	26.6
Sciences and mathematics	618	10	25.5
Environmental studies, such as pollution control, or urban renewal	448	19	18.5
Future studies, or trend analysis and projection	269	23	11.1
Arts, crafts, or other hobbies such as woodworking	916	3	37.8
Sports and games, such as golf, swimming or boating	739	5	30.5
Health, safety, physical conditioning	608	11	25.1
Home decorating, sewing, cooking	222	24	9.2
Other	469	16	19.4
Total responses averaging 5.7 each	13,890		----

*Rating scale: 1 Excellent 2 Good 3 Fair 4 Poor 5 Unsatisfactory 6 Not applicable

21. Preferred Levels of Instruction	Number	Percent
Entry-level first year courses	1,306	53.9
Second-year advanced courses	976	40.3
Total responses averaging .94 each	2,282	----

22. Preferred Location of Classes	Number	Percent
Place of employment	339	14.0
Occupational or technical site related to subject	537	22.2
Community college campus	2,022	83.5
Community location, such as a school, church, or park center	543	22.4
Total responses averaging 1.4 each	3,441	----

23. Preferred Days of the Week	Number	Percent
Monday	1,511	62.4
Tuesday	1,802	74.4
Wednesday	1,735	71.6
Thursday	1,677	69.2
Friday	634	26.2
Saturday	381	15.7
Sunday	131	5.4
Total responses averaging 3.2 each	7,871	----

24. Preferred Time of Day	Number	Percent
Morning	516	21.3
Afternoon	260	10.7
Early evening (4 - 7 pm)	513	21.2
Evening (7 - 10 pm)	1,951	80.5
Total responses averaging 1.3 each	3,240	----

25. Preferred Length of Course	Number	Percent
Semester (4 months)	1,549	63.9
Quarter (3 months)	955	39.4
Short course (3 - 5 weeks)	518	21.4
Total responses averaging 1.2 each	3,022	----

*Rating scale: 1 Excellent; 2 Good; 3 Fair; 4 Poor; 5 Unsatisfactory; 6 Not applicable

26. Recommendations	Number	Rank	Percent
Expecting higher standards of achievement	507	9	20.9
Improving the performance of instructors	512	10	21.1
Placing more emphasis on new career fields	901	1	37.2
Providing specialized services and courses for disadvantaged students	291	13	12.0
Providing special courses and other services to ethnic minorities and women	234	14	9.7
Offering more courses in community locations	652	5	27.2
Placing greater emphasis on helping students achieve confidence and a sense of self-worth	810	2	33.4
Adapting teaching methods to the learning styles and needs of students	774	4	31.9
Offering more advanced-level courses	782	3	32.3
Offering more basic skill programs	533	8	22.0
Improving library services	215	16	8.9
Improving counseling and testing services	482	11	19.9
Expanding credit by examination or work/life experience credit options	609	7	25.1
Providing child-care services	382	15	15.8
Making parking more convenient or safer	637	6	26.3
Supporting community groups in solving local problems	168	17	6.9
Increasing college information	471	12	19.4
Total response averaging 3.7 each (respondents were limited to 5 responses each)	8,960		----

26q. Increasing College Information through which Source	Number	Rank	Percent
Newspapers	332	2	13.7
Mailed brochures	641	1	26.5
Television	258	3	10.6
Radio	133	4	5.5
Total response averaging .6 each	1,364		----

27. Evaluation of the Program as a Whole	Number*	1	2	3	4	5	Average
Variety in subjects offered	456	2216	1632	304	290		2.18
Variety in time and location	336	1934	1974	652	300		2.38
Variety in cultural activities, such as concerts, plays and lectures	148	1114	1785	860	340		2.68
Average							2.41

*Rating scale: 1 Excellent; 2 Good; 3 Fair; 4 Poor; 5 Unsatisfactory; 6 Not applicabl

28. Evaluation of Course Instruction	Number*	1	2	3	4	5	Average
Subject matter content and materials selected		784	2612	993	188	85	1.86
Organization of course materials		772	1958	1236	304	70	1.93
Appropriate level of difficulty		516	2206	1491	248	110	2.08
Clear presentation of objectives and directions		766	1842	1284	364	180	1.98
Recognition of differences in students' interests and abilities		682	1700	1470	464	175	2.07
Courtesy and helpfulness to students		1161	1582	741	144	105	1.65
Improvement of skill and understanding		657	2184	1236	272	95	1.98
Average							1.94

29. Evaluation of Services Provided	Number*	1	2	3	4	5	Average
Adequate and available library services		428	1670	1272	268	240	2.15
Adequate and convenient registration procedures		445	1838	1551	572	425	2.29
Adequate financial aid and job placement services		143	804	1305	428	330	2.61
Adequate testing services, such as for interest and aptitude tests, or credit by examination		143	912	1404	604	340	2.65
Adequate representation in student activities		120	854	1422	448	385	2.67
Adequate and available bookstore services		314	1672	1758	704	450	2.45
Adequate and available health and emergency services		125	884	1413	384	255	2.58
Access to facilities such as rest rooms, snack bars, or telephones		490	1926	1407	544	390	2.23
Adequate and available information regarding programs and services		296	1690	1977	568	310	2.42
Average							2.45

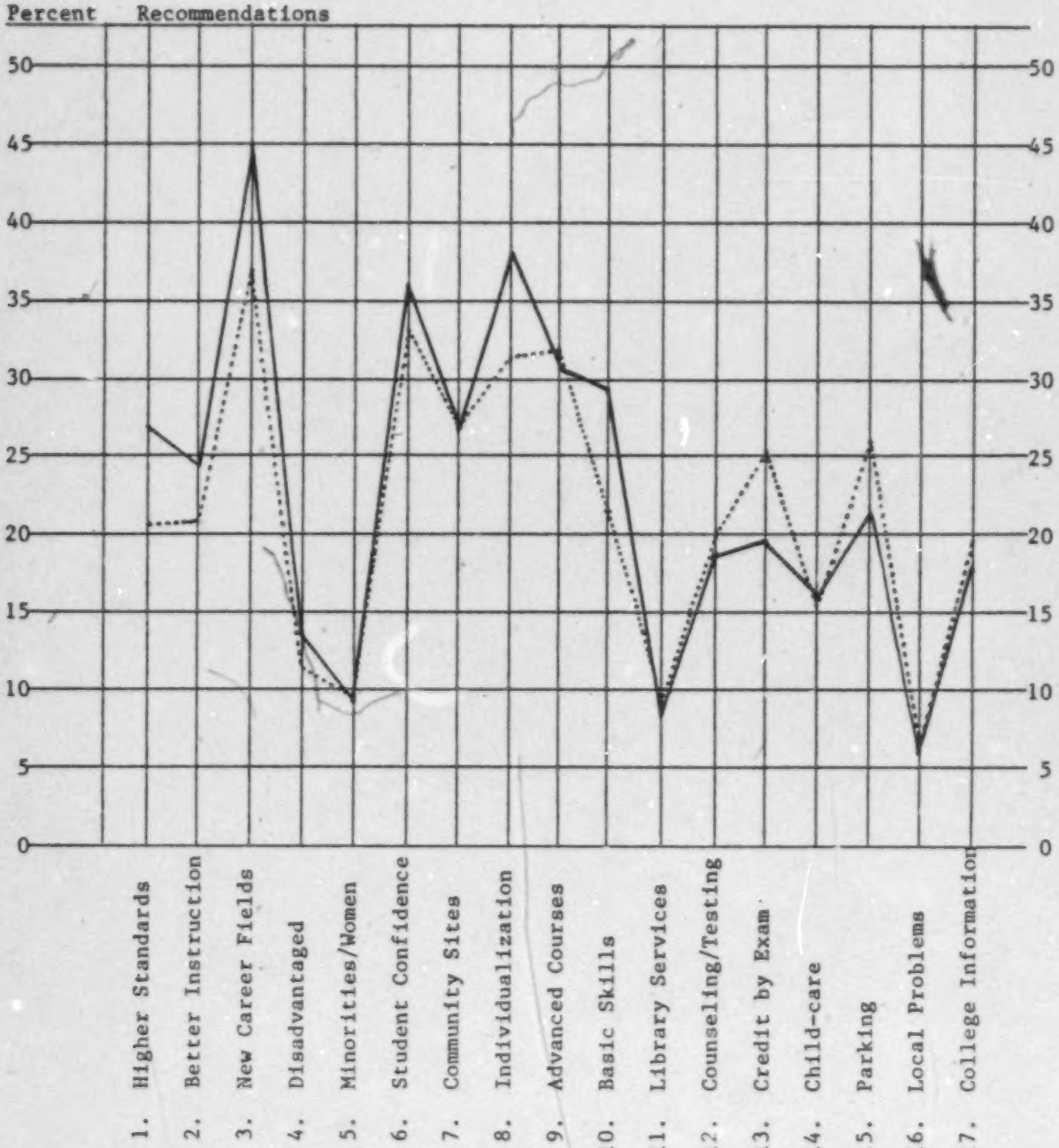
*Rating scale: 1 Excellent 2 Good 3 Fair 4 Poor 5 Unsatisfactory 6 Not applicable

APPENDIX D

RECOMMENDATIONS BY DIVISIONS COMPARED TO DISTRICT AVERAGES

1. Business Division, N = 708

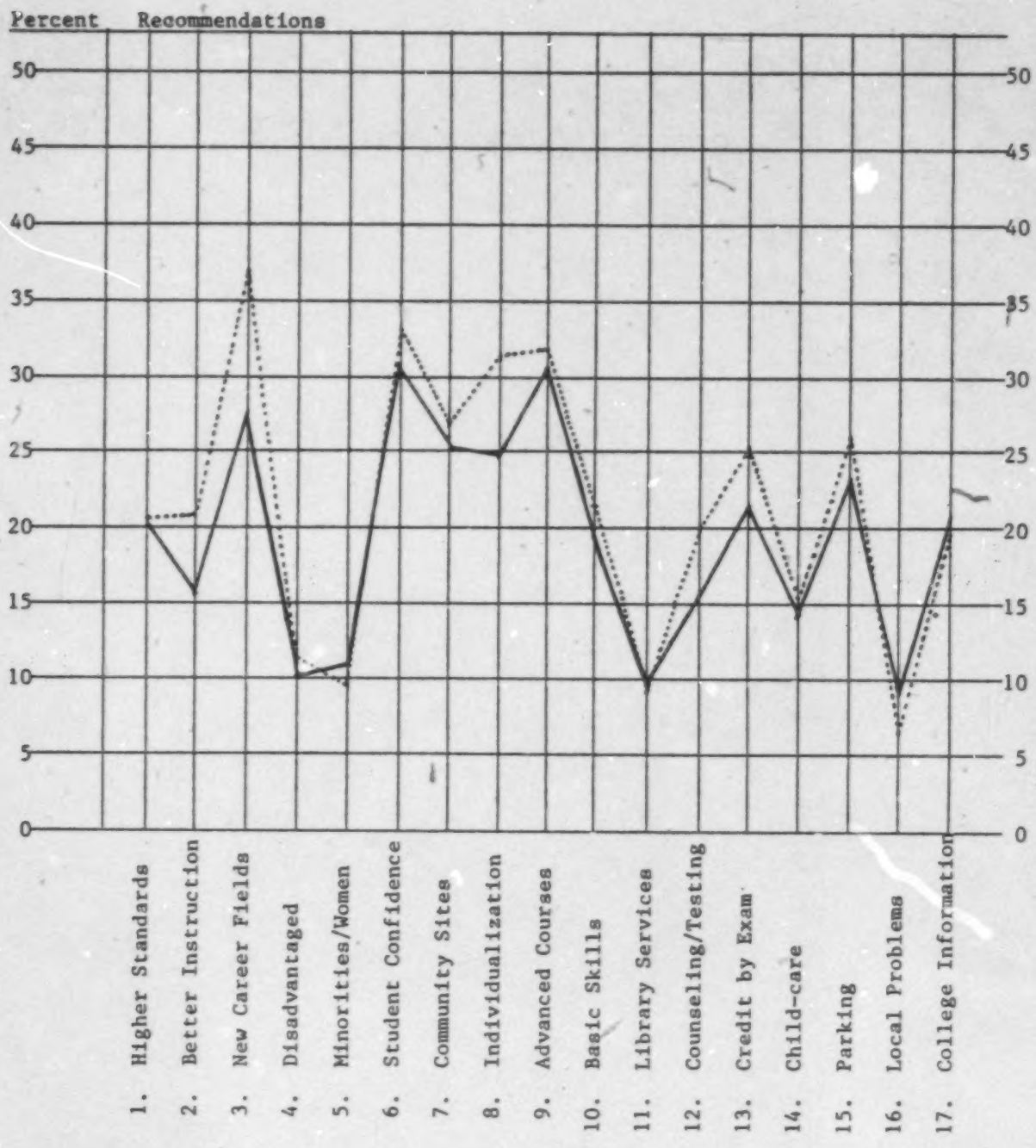
Legend: DISTRICT ..... DIVISION ——————



RECOMMENDATIONS BY DIVISIONS COMPARED TO DISTRICT AVERAGES

2. Fine Arts and P. E. Divisions, N = 298

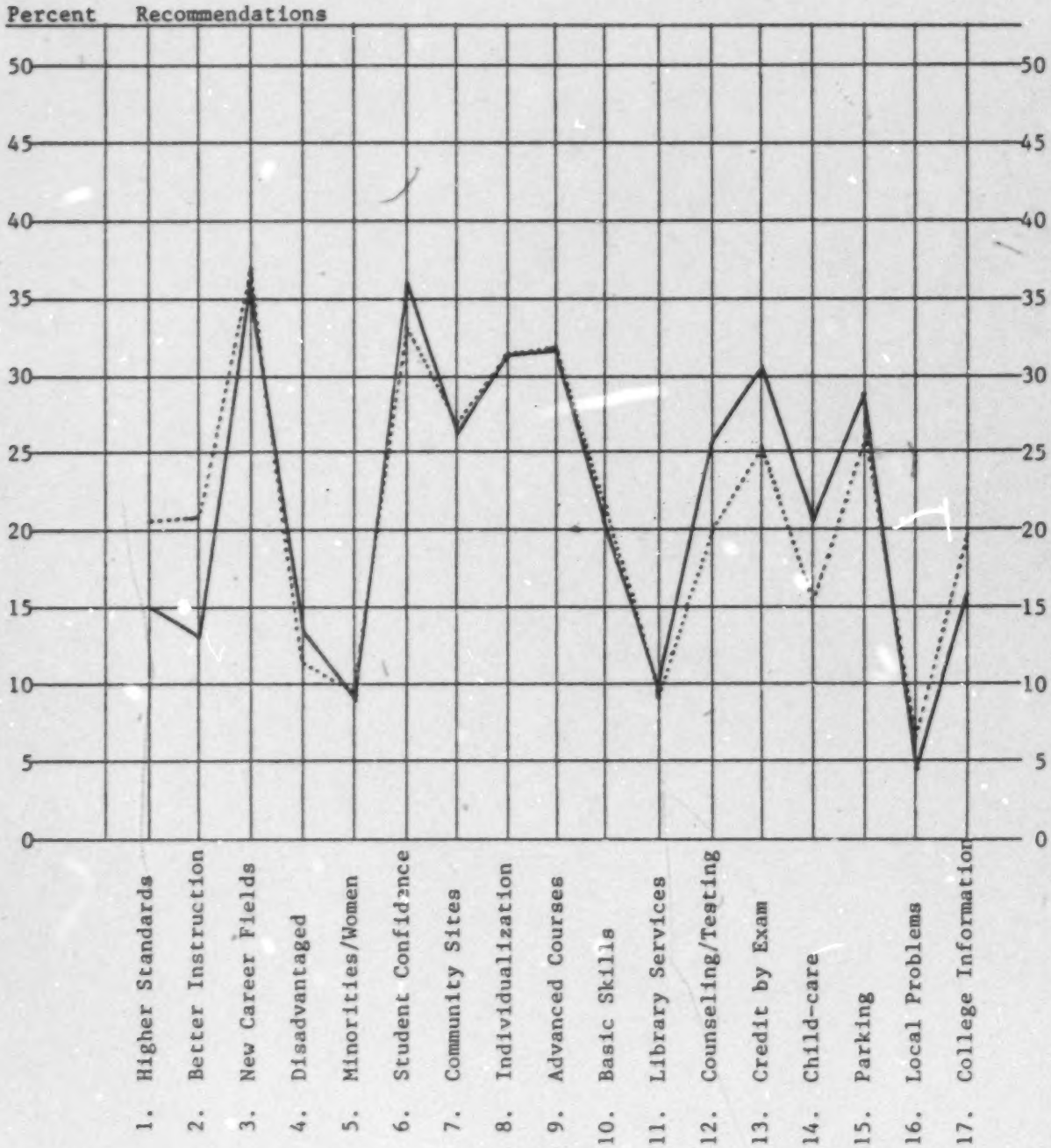
Legend: DISTRICT ..... DIVISION ———



RECOMMENDATIONS BY DIVISIONS COMPARED TO DISTRICT AVERAGES

4. Math/Science Divisions, N = 221

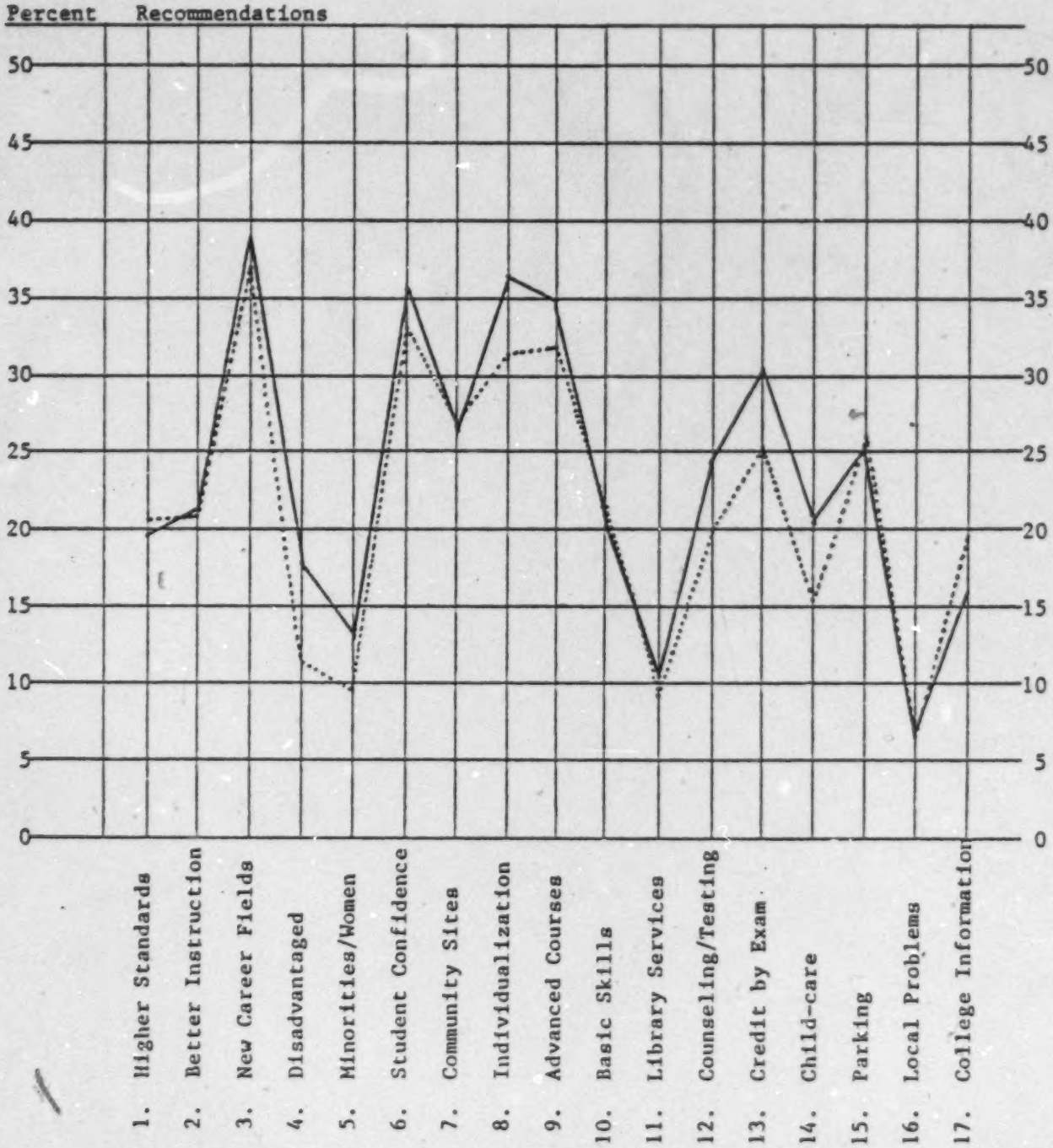
Legend: DISTRICT ..... DIVISION ———



RECOMMENDATIONS BY DIVISION COMPARED TO DISTRICT AVERAGES

5. Social Science Division, N = 349

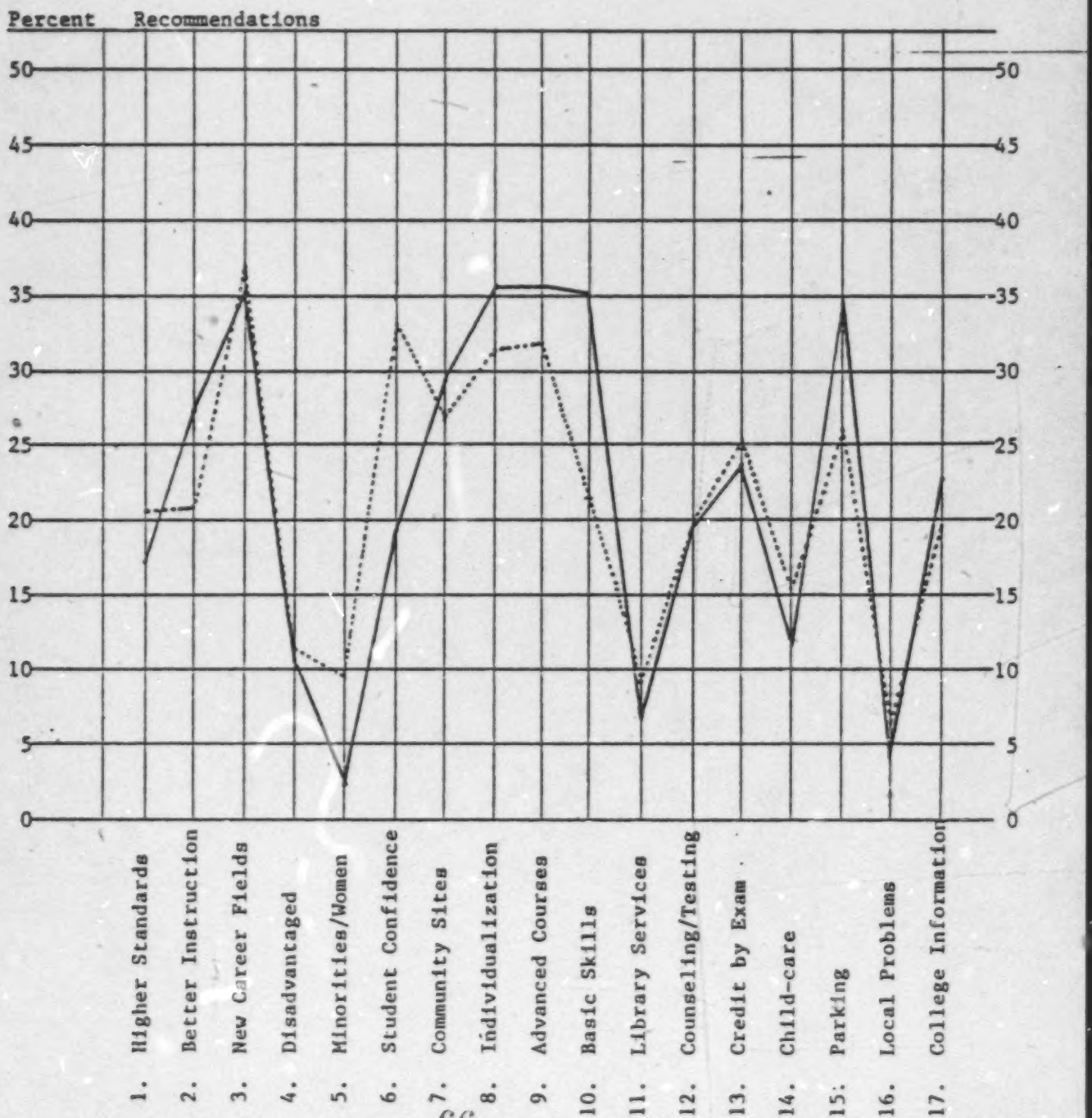
Legend: DISTRICT ····· DIVISION ——



RECOMMENDATIONS BY DIVSIONS COMPARED TO DISTRICT AVERAGES

6. Technical/Service Divisions, N = 185

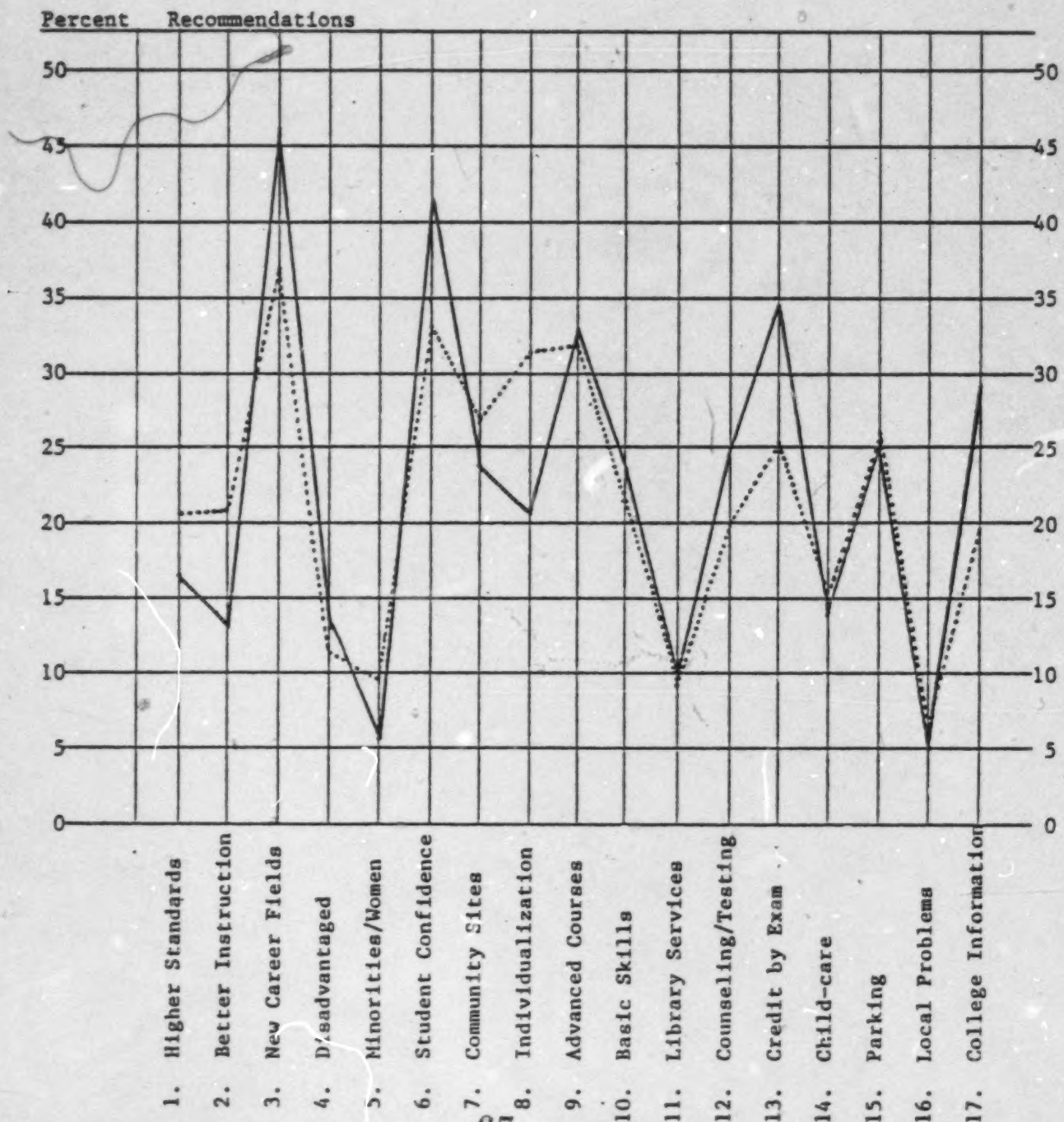
Legend: DISTRICT ·····
DIVISION ———



RECOMMENDATIONS BY DIVISIONS COMPARED TO DISTRICT AVERAGES

7. Other Courses, N = 142

Legend: DISTRICT ..... DIVISION ——————



APPENDIX E

FREQUENCIES AND PERCENTAGES COMPARED BY DISTRICT AND COLLEGES

1-2. Name and number of course

Division	District Number	District % and Rank		Canada % and Rank		CSM % and Rank		Skyline % and Rank	
Business	708	34	1	36	1	35	1	23	3
Fine Arts	257	12	3	6	6	11	3	24	1
Language Arts	190	9	5	10	5	10	4	5	5
Math/Science	221	11	4	13	4	7	7	16	4
Physical Education	41	2	9	3	7	1	9	2	8
Services/Health	89	4	8	0	9	10	4	0	9
Social Sciences	349	17	2	14	2	15	2	24	1
Technical	96	5	7	3	7	7	7	3	6
Other	142	6	6	14	2	4	8	3	6
Total	2,093	100		99		100		100	
College Number		654		951				488	

5. Year of birth

Age Group	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Below 17	12	.5	.6	.5	.2
17 - 19	210	9.2	12.2	8.7	3.0
20 - 24	431	19.0	14.7	22.8	17.5
25 - 29	458	20.1	19.1	20.6	19.2
30 - 34	353	15.5	15.1	16.1	17.9
35 - 39	211	9.3	10.4	7.8	11.5
40 - 44	139	6.1	5.7	5.2	8.5
45 - 49	166	7.3	7.2	7.2	7.4
50 - 54	93	4.1	5.7	3.5	4.3
55 - 59	69	3.0	4.6	2.2	4.7
60 - 64	38	1.7	1.4	2.0	1.5
65 and Above	76	3.3	3.4	2.9	4.2
Total	2,274	99.1	100.1	99.5	99.9
College Number			740	1,004	530

6. Sex

Sex	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Female	1,183	49	57	42	53
Male	1,211	51	43	58	47
Total	2,394	100	100	100	100
College Number			777	1,057	560

7. Marital Status	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Married	1,272	54	51	52	63
Not married	1,080	46	49	48	37
Total	2,352	100	100	100	100
College Number			766	1.038	548

8. City of Residence	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Atherton	17	.7	2.0	.1	
Belmont	140	5.8	3.4	9.8	1.4
Daly City	144	6.0	.1	2.2	21.0
East Palo Alto	32	1.3	2.9	.7	.2
Foster City	112	4.7	1.3	9.2	.5
Half Moon Bay	33	1.4	.4	2.3	.9
Hillsborough	34	1.4	1.1	2.1	.4
La Honda	11	.5	1.1	.2	
Menlo Park	132	5.5	14.9	1.2	.4
Millbrae	81	3.3	.8	4.4	4.9
Moss Beach	7	.3		.5	.4
Pacifica	142	5.9	.5	2.1	20.3
Pescadero	2	.1	.3		
Portola Valley	18	.8	1.7	.5	
Redwood City	431	18.0	43.6	7.7	1.1
San Bruno	151	6.3	1.1	4.4	16.8
San Carlos	126	5.3	8.8	5.0	.5
San Mateo	355	14.8	3.2	29.9	1.8
S. San Francisco	151	6.3	.1	4.1	18.7
Woodside	33	1.4	3.3	.6	.2
Other	241	10.1	9.3	12.9	10.7
Total	2,394	99.9	99.9	99.9	100.2
College Number			778	1,056	560

9. Ethnic Background	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
American Indian/ Alaskan Native	21	.9	.8	.7	1.4
Asian American	93	3.9	2.4	4.6	4.9
Pacific Islander	12	.5	.1	.4	1.3
Black	103	4.4	4.3	2.9	7.2
Filipino	40	1.7	.3	1.3	4.3
Hispanic/Spanish American	151	6.4	5.7	4.9	10.1
White	1,940	82.2	86.5	85.2	70.7
Total	2,360	100.0	100.1	100.0	99.9
College Number			761	1,047	552

10. Present Employment Status	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Self-employed	192	8.1	6.5	10.8	5.2
Salary/wage earner	1,610	68.0	66.7	66.6	72.3
Full-time student	199	8.4	9.2	8.8	6.5
Homemaker	176	7.4	9.4	5.7	8.0
Unemployed, seeking employment	100	4.2	4.3	4.6	3.4
Unemployed, not seeking employment	50	2.1	2.7	2.0	1.4
Retired	42	1.8	1.2	1.5	3.1
Total	2,369	100.0	100.0	100.0	99.9
College Number			768	1,048	553

11. Usual Occupation	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Clerical/secretarial	534	24.2	26.1	17.0	35.6
Craftsman/mechanic	214	9.7	8.3	11.6	8.1
Machine or equipment operator/laborer	146	6.6	6.1	6.6	7.5
Manager	199	9.0	10.5	9.4	6.1
Professional/technical	574	26.0	22.8	27.1	28.5
Sales worker	165	7.5	5.8	9.7	5.5
Student	266	12.1	14.7	13.5	5.5
Teacher/educator	107	4.9	5.8	5.1	3.1
Total	2,205	100.0	100.1	100.0	99.9
			712	985	508

12. Occupation in What Industry	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Construction	158	6.5	5.5	8.3	4.6
Communication/transportation/utilities	234	9.7	9.0	9.4	11.0
Education	201	8.3	9.6	8.7	5.8
Finance/insurance/law/real estate	306	12.6	11.0	14.2	12.0
Government	185	7.6	5.6	6.7	12.2
Health/medicine	159	6.6	6.8	5.6	8.1
Manufacturing	188	7.8	9.6	7.5	5.8
Retail trade	173	7.1	8.2	6.8	6.4
Services	203	8.4	6.2	9.3	9.5
Wholesale trade	309	12.8	14.1	12.6	11.1
Other	306	12.6	14.5	10.9	13.5
Total	2,422	100.0	100.1	100.0	100.0
			785	1,072	565

13. Family Income	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
$6,000 or less	193	9.0	11.4	7.9	7.7
$6,000 - $9,000	201	9.4	9.1	8.8	10.8
$9,000 - $12,000	272	12.7	12.7	12.1	13.6
$12,000 - $15,000	301	14.0	12.4	13.6	16.9
$15,000 - $20,000	451	21.0	19.4	20.4	24.4
$20,000 - $30,000	473	20.4	21.4	19.6	20.3
$30,000 - $50,000	228	10.6	10.7	13.2	5.7
More than $50,000	63	2.9	2.7	4.3	.6
Total	2,146	100.0	99.8	99.9	100.0
College Number			691	947	508

14. Highest Level of Education	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Elementary school	15	.6	.7	.5	.9
High school	287	12.2	11.4	10.6	16.3
Some college	1,329	56.6	56.5	55.1	59.4
AA degree	284	12.1	12.2	11.5	13.0
Bachelor's degree	299	12.7	13.4	15.3	7.1
Advanced degree	135	5.7	5.9	7.0	3.3
Total	2,349	99.9	100.1	100.0	100.0
College Number			763	1,034	552

15. Status as a Student	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Part-time student	1,748	79.0	75.0	80.3	81.9
Full-time student	466	21.0	25.0	19.7	18.1
Total	2,214	100.0	100.0	100.0	100.0
College Number			717	984	513

16. Commuting Distance	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Less than 5 miles	1,046	45.4	48.5	40.0	51.3
6 - 10 miles	714	31.0	30.0	30.3	33.6
11 - 15 miles	304	13.2	10.9	16.6	10.0
More than 15 miles	242	10.5	10.6	13.2	5.2
Total	2,306	100.1	100.0	100.1	100.1
College Number			743	1,021	542

17. Mode of Transport	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Private car	2,049	91.3	91.0	89.9	94.5
Car pool	118	5.3	5.0	6.5	3.3
Public transit	46	2.0	2.2	2.3	1.3
Other	32	1.4	1.8	1.4	1.0
Total	2,245	100.0	100.0	100.0	100.1
College Number			720	1,002	523

18. Reason for taking this Course	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Job advancement	1,350	55.7	56.6	57.6	50.9
Required by job	230	9.5	8.0	13.6	3.1
To satisfy lower-division requirements	525	21.7	23.6	18.0	26.0
To become better informed	1,449	61.9	64.2	62.0	58.3
For personal fulfillment and happiness	1,394	57.5	55.2	56.8	62.2
To develop hobby skills	226	9.3	7.8	8.8	12.5
To become a more effective citizen	611	25.2	23.6	23.9	30.0
Total Number*	5,835	2,423	785	1,072	566

*Percentages are of the total number of respondents; more than one response is possible.

19. Preferred Methods of Instruction	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Lecture/discussion	1,686	69.6	73.5	67.3	68.6
Laboratory/demonstration/participation	1,367	56.4	54.4	56.5	59.0
Discussion groups/seminars/workshops/conferences	1,026	42.3	45.9	40.0	41.9
On-the-job training	1,053	43.5	42.7	46.1	39.6
Independent study, such as self-paced TV cassette or programmed learning	354	14.6	14.0	13.3	17.8
Total Number*	5,496	2,423	785	1,072	566

*Percentages are of the total number of respondents; more than one response is possible.

20.

Preferred Subject Areas	District Number	District % and Rank	Canada % and Rank	CSM % and Rank	Skyline % and Rank
Clerical Skills	703	29.0 7	31.5 6	22.9 11	37.3 5
Salesmanship	352	14.5 21	13.4 21	16.0 19	13.3 22
Management skills	938	38.7 2	41.8 1	35.9 3	39.8 3
Consumer education	438	18.1 20	21.0 15	15.6 21	18.7 17
Basic education	519	21.4 14	21.4 14	18.0 17	27.9 10
Mechanical/crafts-manship	585	24.1 12	19.2 19	27.6 7	24.4 13
Technical skills	508	21.0 15	18.7 20	20.8 13	24.4 13
Horticulture/ gardening	544	22.5 13	24.7 11	20.5 14	23.0 15
Medical technology	303	12.5 22	11.6 22	10.4 23	17.8 19
Paraprofessional	459	18.9 17	22.8 12	16.4 18	18.4 18
Commercial art	655	27.0 8	28.2 9	25.5 8	28.4 9
Creative writing/ journalism	450	18.6 18	20.4 17	15.9 20	21.2 16
Humanities	847	35.0 4	38.3 3	30.5 5	38.7 4
Foreign languages	715	29.5 6	31.6 5	29.6 6	26.5 11
Psychology/personal development/family life	940	38.8 1	39.0 2	37.3 1	41.3 1
Social sciences/ public affairs	645	26.6 9	29.8 7	22.3 12	30.4 7
Sciences and mathe-matics	618	25.5 10	22.8 12	24.4 10	31.3 6
Environmental study	448	18.5 19	19.9 18	18.4 16	16.8 21
Future studies	269	11.1 23	11.3 23	10.6 22	11.7 23
Arts/crafts/hobbies	916	37.8 3	37.2 4	36.8 2	40.5 2
Sports	739	30.5 5	29.7 8	31.4 4	29.9 8
Health/safety/physi-cal conditioning	608	25.1 11	25.0 10	24.5 9	26.3 12
Home decorating/ sewing/cooking	222	9.2 24	8.9 24	9.5 24	8.8 24
Other	469	19.4 16	20.8 16	19.3 15	17.5 20
Total Number*	13,890	2,423	785	1,072	566

*Percentages are of the total number of respondents; more than one response is possible.

21.

Preferred Levels of Instruction	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Entry-level first year courses	1,306	53.9	54.1	51.6	58.0
Second year ad-vanced courses	976	40.3	40.9	48.4	36.9
Total Number*	2,282	2,423	785	1,072	566

*Percentages are of the total number of respondents; both responses could have been selected.

22. Preferred Location	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Place of employment	339	14.0	15.2	14.4	11.7
Site related to subject	537	22.2	21.3	23.7	20.5
Community college campus	2,022	83.5	84.2	81.6	85.9
Neighborhood location	543	22.4	26.2	18.8	23.9
Total Number*	3,441	2,423	785	1,072	566

*Percentages are of the total number of respondents; response is multiple.

23. Preferred Week Day	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Monday	1,511	62.4	65.6	59.4	63.4
Tuesday	1,802	74.4	75.7	74.5	72.3
Wednesday	1,735	71.6	74.9	69.7	70.7
Thursday	1,677	69.2	70.6	69.3	67.1
Friday	634	26.2	29.6	24.1	25.4
Saturday	381	15.7	16.9	10.3	24.4
Sunday	131	5.4	5.1	3.9	8.7
Total Number*	7,871	2,423	785	1,072	566

*Percentages are of the total number of respondents; response is multiple.

24. Preferred Time of Day	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Morning	516	21.3	26.0	19.6	18.0
Afternoon	260	10.7	13.5	10.6	7.1
Early evening	513	21.2	25.4	18.7	20.1
Evening	1,951	80.5	77.7	81.1	83.4
Total Number*	3,240	2,423	785	1,072	566

*Percentages are of the total number of respondents; response is multiple.

25. Preferred Length of Course	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Semester	1,549	63.9	61.5	64.1	67.0
Quarter	955	39.4	44.8	37.8	35.0
Short course	518	21.4	22.0	23.3	16.8
Total Number*	3,022	2,423	785	1,072	566

*Percentages are of the total number of respondents; response is multiple.

26. Recommendations	District Number	District % and	Rank	Canada % and	Rank	CSM % and	Rank	Skyline % and	Rank
Higher standards	507	20.9	10	21.1	9	20.9	11	20.7	8
Better instruction	512	21.1	9	23.9	7	21.5	8	16.6	12
New career fields	901	37.2	1	37.3	1	34.4	1	42.2	1
Service to disadvantaged	291	12.0	14	12.1	14	10.4	14	15.0	14
Service to minorities and women	234	9.7	15	10.8	16	6.8	16	13.4	15
More community sites	652	27.2	5	26.4	6	26.1	6	30.4	4
Emphasis on students developing self-confidence	810	33.4	2	33.2	2	30.9	4	38.5	2
More individualization of instruction	774	31.9	4	31.5	4	30.6	5	35.2	3
More advanced courses	782	32.3	3	32.4	3	34.2	2	28.4	5
More basic skills	533	22.0	8	20.9	10	21.3	10	24.9	7
Improved library	215	8.9	16	11.1	15	8.5	15	6.5	16
Improved counseling and testing	482	19.9	11	18.6	11	21.5	8	18.6	10
Expanding credit by exam and experience	609	25.1	7	26.6	5	22.6	7	27.9	6
Providing child care	382	15.8	13	15.8	13	15.5	13	16.3	13
More convenient or safer parking	637	26.3	6	22.7	8	32.1	3	20.3	9
Community problem-solving	168	6.9	17	7.6	17	6.7	17	6.4	17
Increasing College information	471	19.4	12	18.5	12	20.6	12	18.6	10
Total Number*	8,960	2,423		785		1,072		566	

*Percentages are of the total number of respondents up to five possible responses

27. Recommended Media for College Information	District Number	District Percentage	Canada Percentage	CSM Percentage	Skyline Percentage
Newspapers	332	13.7	14.3	14.2	12.0
Mailed brochures	641	26.5	27.5	24.5	28.6
Television	258	10.6	10.8	11.2	9.4
Radio	133	5.5	5.5	6.2	4.2
Total Number*	1,364	2,423	785	1,072	566

*Percentages are of the total number of respondents; multiple response is possibl

27. Evaluation of the Program as a Whole*	District Number	District Percent	Canada Percent	CSM Percent	Skyline Percent
Variety in subjects	2,242	2.18	2.17	2.14	2.27
Variety in time and location	1,583	2.38	2.39	2.39	2.34
Variety in cultural activities	2,260	2.68	2.66	2.61	2.68
Average		2.41	2.41	2.38	2.43

28. Evaluation of Course Instruction	District Number	District Percent	Canada Percent	CSM Percent	Skyline Percent
Subject content and materials	2,260	1.86	1.90	1.84	1.86
Organization of course materials	2,253	1.93	2.00	1.87	1.94
Appropriate level of difficulty	2,200	2.08	2.14	2.05	2.07
Clear presentation of objectives and directions	2,242	1.98	2.05	1.99	1.94
Recognition of student differences	2,173	2.07	2.02	2.12	1.95
Courtesy and helpfulness to students	2,256	1.65	1.69	1.65	1.61
Improvement in skill and understanding	2,246	1.98	2.01	1.97	1.94
Average		1.94	1.97	1.93	1.90

29. Evaluation of Services Provided	District Number	District Percent	Canada Percent	CSM Percent	Skyline Percent
Library services	1,802	2.15	2.25	2.04	2.23
Registration procedures	2,109	2.29	2.23	2.38	2.21
Financial aid/job placement services	1,153	2.61	2.60	2.66	2.62
Testing services	1,286	2.65	2.58	2.71	2.63
Representation in student activities	1,210	2.67	2.63	2.69	2.69
Bookstore services	2,002	2.45	2.44	2.46	2.43
Health and emergency services	1,140	2.58	2.55	2.58	2.64
Convenient facilities	2,136	2.23	2.21	2.12	2.40
Information services	2,004	2.42	2.34	2.21	2.44
Average		2.45	2.43	2.43	2.48

UNIVERSITY OF CALIF.
LOS ANGELES
OCT 21 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES

*Evaluation Rating Scale: 1 Excellent; 2 Good; 3 Fair; 4 Poor; 5 Unsatisfactory; 6 Not Applicable